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Multidisciplinary early childhood staff development : a model for regional coordination and supervision.

Steen Esbensen
University of Massachusetts Amherst

MULTIDISCIPLINARY EARLY CHILDHOOD STAFF DEVELOPMENT: A MODEL FOR REGIONAL COORDINATION AND SUPERVISION

A Dissertation Presented

By

STEEN BIRGER ESBENSEN

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Approved as to style and content by:

Masha K. Rudman

Dr. Masha K. Rudman, Chairperson of Committee

R. Mason Bunker

Dr. R. Mason Bunker, Member

Eric L. Einhorn

Dr. Eric Einhorn, Member

George E. Urch

Dr. George Urch, Member

Mario Fantini

Mario Fantini, Dean
School of Education

DEDICATION PAGE

As time goes by, I hope that the professional conditions of early childhood teachers improve, and that this study will contribute to these improvements. The time devoted to this work required much understanding, help and support from Cattis, Anna and Johan, and to them I dedicate this work.

PREFACE

The author of this dissertation has had extensive experience working with young children, parents and teachers in a variety of early childhood education programs. Through this experience, the problems related to quality, programs and teacher support systems were identified. The research presented in this dissertation represents the accumulation of a decade of field work and historical research. The model presented as a solution for meeting the needs of early childhood educators has been designed, implemented and evaluated by this author, and all references to the author, the early childhood education specialist, the early childhood consultant should be understood as referring to me, Steen B. Esbensen.

ABSTRACT

Multidisciplinary Early Childhood Staff Development:
A Model for Regional Coordination and Supervision

September 1, 1977

Steen B. Esbensen, B.A. Tufts University, 1971
Ed.D. University of Massachusetts, 1977

Directed by: Professor Masha Rudman

This dissertation deals with the problem of how a state agency, either educational or human service affiliated, can provide needs-responsive inservice education to a diverse professional population in a large geographical area. The study is divided into four major sections. The first is a historical overview of the conditions affecting the professional lives of early childhood educators in North America. A description of the growth of early childhood programs, the variety of services offered and the role of this development as part of a national policy on child care is contained in this section. Through this discussion, the gap in staff development opportunities is identified, and the lack of professional collaboration among early childhood educators is explored.

The second section includes a review of the literature concerning Inservice Education in general and elaborates on major concerns, and current practices in the field of Early Childhood Inservice Teacher Education. An exhaustive review of Early Childhood Inservice Education further documents past efforts of staff development and provides the rationale for providing the coordinated staff development and support services to Early Childhood Educators.

The third area specifically describes current projects in Massachusetts which affect the professional lives of the early childhood teacher population. Included in this section is an elaboration of legislation which directly influences the field of early childhood education.

This dissertation stresses the need for teachers of young children to develop an eclectic approach to teaching based on practical experiences as well as on theoretical knowledge. It is further shown that the ability of teachers to respond to the demands placed upon them is linked to their teacher training experiences. There exists a very fundamental relationship between the quality of educational programs for children and the training the teachers receive. Thus in the end the necessity is apparent for designing and implementing organized needs-responsive inservice efforts for early childhood educators throughout North America.

Such a program is then developed, stressing a managerial approach. The approach utilizes carefully selected beha-

viors and assumptions about teaching and learning, extracted from the literature on Change Agents, Helping Relationships, Inservice Education and Early Childhood Teacher Education, to support the method of implementation. A regional approach planned around professional relationships and needs-responsive planning is stressed and demonstrated through an empirical study of Western Massachusetts as a viable way of effectively providing support services to large groups of teachers.

The study establishes that the key prerequisite for the effective implementation of this form of inservice program is the existence of a Regional Early Childhood Education Coordinator who devotes full time attention to the program. This person assumes all responsibility for facilitating the development of area groups and for the organization and administration of a regional network. Through the dissemination of information, meetings of area groups and general facilitation of communication, it is shown that the Regional Early Childhood Education Coordinator through his activities further strengthens the early childhood educators as a professional group and serves to generate a feeling of solidarity among the early childhood educators of the region. Thus, professional collaboration is shown to increase, creating greater possibilities for increased professional status and esteem for early childhood educators within their respective communities.

The five consortium areas established within the region here studied are different as to their educational needs. It is thus shown that it is most important to recognize the managerial aspect of regional organization. It is through this approach that adequate support is provided for the inservice programs conducted on an area basis. This approach enables one Early Childhood Education Coordinator to work with large groups of teachers, parents and other professionals. It consistently enables these groups to have opportunities for experiences which serve to increase communication, peer learning and professional recognition of the early childhood teacher population.

The debate over who should provide early childhood education is also explored. Noticing the recent trend of public schools assuming responsibility for providing early childhood education for all young children, this dissertation identifies some of the key resultant problems early childhood educators will have to face. It is also shown that this trend of increasing public school sponsorship is likely to continue and that thus teachers in publicly sponsored programs will have to prepare themselves professionally to ensure their eligibility to teach in the public school system. Also discussed are the special responsibilities of the Regional Early Childhood Education Coordinator in preparing existing resources, programs and personnel for a more consistent form of early childhood education through the public school system.

Thus in the end it is shown that the regional approach is vital to the advancement of quality programs for children and to ensure changes in the attitudes and skills of early childhood educators.

LIST OF ABBREVIATIONS

BEH	Bureau for the Education of the Handicapped
CCNS	Community Clinical Nursery School
CET	Core Evaluation Team
DCCLU	Day Care Consultation and Licensing Unit
DMH	Department of Mental Health
DPH	Department of Public Health
LEA	Local Education Authority or Agency
MEEC	Massachusetts Early Education Council
OCD	Office of Child Development
OFC	Office for Children
R & D	Research and Demonstration
RRB	Regional Review Board

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CHAPTER I

INTRODUCTION

Statement of the problem

This dissertation will deal with the problem of how a state agency, either educational or human service affiliated, can implement a policy of providing technical assistance, coordinated staff development and program collaboration, to a diverse professional population in a large geographical area. The teachers, para-professionals, nurses, social workers, and therapists now working with young children must have opportunities for communication, collaboration, inservice, shared decision making and professional recognition.

Purpose of the study

This study will explore the problem which arises from the conditions created as a result of societal attitudes and historical developments in early childhood education. In order for a society to articulate and implement a clear and well defined policy towards early childhood education, serious consideration must be given to the staff working with these children. As that policy attempts to reflect a societal concern for early identification and prevention of either

physical, emotional, educational, or other handicaps, attention to the staff becomes of paramount importance.

Procedures

The format for this study is the following:

1. An exploration of the conditions that historically have affected early childhood education. This will be accomplished through an exhaustive review of the pertinent literature. The review will also include a search into federal and state reports as well as journals in the field.

2. A review of the literature on Inservice Education, Staff Development, Early Childhood Teacher Education, Change Agents, and Helping Relationships. This review provided the basic assumptions for the study.

3. A field investigation including extensive interviews with early childhood education administrators within the Massachusetts Department of Education, Department of Public Health, Department of Mental Health, Office for Children and Department of Public Welfare. The investigation took place during a two year period 9/1/74 - 8/15/76.

4. Based on the information acquired under 1 - 3 above an empirical study of professional relationships and needs-responsive planning was undertaken in Western Massachusetts. The aim of that study is to arrive at a viable approach of effectively providing support services to large groups of

teachers.

5. A deductive summary of the conditions affecting the professional lives of teachers and others working with young children will be prepared. This summary will also include possible opportunities for future research and action in the field of early childhood education.

Rationale and significance of the study

Programs for young children have received much attention from educators, administrators, and public policy debaters during the last twenty years. (Biber, 1969) This attention has largely been identified in the literature in the reports of research and demonstration centers. Attention has been paid primarily to the curriculum and to the needs of the young children, however, little has been done to address the needs and the quality of life of the teachers dedicated to working with young children. (G. Fein and Clarke-Stewart, 1973) This study will deal with the needs of this teacher population and will propose an approach to help this teacher population become a recognized and accepted professional group.

Limitations of the study

The study will approach the problem from a historical viewpoint, so as to support the proposed model for staff

development. The study will in Chapter II clarify the theoretical and philosophical assumptions used to develop the model, and in Chapter IV provide a case study approach to discuss implementation and dissemination procedures. The limitations of the study moreover, are defined by selection of the very specific area and early childhood teacher population of western Massachusetts as described in Chapter III.

Historical overview

The literature focusing on quality programs for young children generally deals with the questions of how to design, implement, and evaluate a direct service program for children. (Evans 1971, Danoff 1976) The issue of who provides direct service to children is only minimally addressed within the context of these questions. It is the intent of this dissertation to address the problems associated with the question of who provides services to young children and to examine the problems faced by that population of teachers.

Programs for young children have received much attention from educators, administrators, and public policy debaters during the last twenty years. (Biber 1969) The attention has focused primarily on the needs of the children, on curriculum models, and on the development of compensatory programs. This focus has been largely identified in the literature in the reports of research and demonstration

centers. The development of such projects has served to heighten the attention focused on the quality of life for young children. However, little has been done to address the needs and quality of life of the teachers dedicated to working with young children. (G. Fein and Clarke-Stewart 1973)

The individuals who have historically worked with young children are known by such a variety of names; e.g. nursery school teacher, day care workers, kingergarten teachers, preschool teachers, and child care workers. This partial list serves to demonstrate the different perceptions which prevail concerning how to identify members of this teacher population. The names mentioned above are inadequate when discussing the needs of teachers of young children. The term early childhood educators is used in this study to identify members of this generic population and is recommended for use in future studies dealing with these teachers.

The teachers of young children have in fact been consistently denied employee benefits, professional respect, and the attention paid to other teacher populations, e.g. release days, professional days, inservice training and adequate vacation time. (Steinfels 1973)

The adults who have dedicated themselves to teaching young children are a committed and diverse group of people.

While it is difficult to summarize briefly a typical teacher of young children, the following identifies some of the variable characteristics, and highlights some conditions currently affecting this teacher population. (Steinfels 1973, G. Fein and Clarke-Stewart 1973) The educational backgrounds of this teacher population are uncommonly diffuse, as the traditional requirements of baccalaureate degrees are not generally required for teaching young children in many early childhood programs. Thus many people working in nursery schools, day care centers, kindergartens, or other child care projects may have little or no formal education. Others may have partially fulfilled some degree requirements of two or four year colleges and may be eligible for assuming leadership positions within the programs. As is often the case with the social and economic conditions of the working poor, employees with little or no formal secondary education are the lowest paid and the most exploited. (Steinfels 1973) Thus the individuals employed in day care centers, nursery schools and most non public school early childhood programs are members of the most exploited teacher population on the North American continent. They work long days for low salaries and few fringe benefits. They are expected to get their satisfaction from the services they render to others as helpers. These conditions serve to further complicate the problem concerning the development of a professional status

for teachers of young children.

The problem of creating a cohesive professional group among members of this teacher population is further compounded by the diversity in the field of early childhood education. The program sponsorship, teacher training and teaching styles exemplify the elements which contribute to the diversity of the field. These elements will be discussed in more detail throughout this chapter. The diversity creates problems of communication and collaboration. Teachers who work in a private program rarely communicate with teachers working in a publicly sponsored program and more often than not, the relationship between the staff of these two kinds of centers is more competitive than cooperative. It is not unlikely then that young teachers in early childhood education become despondent, change jobs, and seek professional acceptance wherever possible. Even the federal government of the United States has very inconsistent ways of dealing with the field of early childhood education.

Public policies

The federal government normally gives interest percentage reductions on National Defense Student Loans to teachers employed in public schools, community colleges or universities. The percentage reduction increases when teachers work in high density poverty areas. These benefits do not apply

to teachers working in day care centers, nursery schools or in compensatory early childhood education programs. On one hand the federal government provides millions of dollars to early childhood programs. On the other hand it refuses to acknowledge early childhood education as part of the teaching profession, and thus forces the poorly paid early childhood educators to repay the full amount of their loan with interest, unlike teachers in the public school system. This policy clearly reflects a lack of consciousness and/or recognition of this field as a valid professional practice.

It is well recognized in the literature that teacher esteem, teacher training and working conditions have an influence on the quality of educational programs. (R. Fein 1970, Wagner and Wagner, 1976) Society's failure to deal adequately with the negative working conditions of early childhood teachers reveals a strong tendency to demean the value of these teachers and to thus further compound society's failure to provide for the health, education and welfare of young children. (Wagner and Wagner 1976, DeMause 1974, G. Fein and Clarke-Stewart 1973, Biber 1969) Authors such as Wagner, DeMause and Biber have analyzed and discussed the implications of the federal government's legislation, and found that legislation for young children represents a patchwork attitude, towards intervention which singles out the poor, the deserted and/or the handicapped

children. (Impact Study of Day Care 1971)

This policy, while based on the realities of political and economic conditions, also reflects a societal attitude that the needs of young children can generally be dealt with once they reach the public schools where the attitudes of society suggest that competent professional educators can provide for them. This attitude is further supported by restrictions placed on federal money designated for use to provide early childhood education programs only to children identified as severe cases of poverty, neglect or other special needs. This attitude and public policy is regressive and restrictive as it represents a society which provides programs focusing on crisis intervention and not on prevention.

Programs which are designed to work with children and families before crisis situations occur exemplify one aspect of an early intervention program. Essentially such programs should be comprehensive and be available to all citizens of a country. Such services might include adolescent counselling, premarital groups, prenatal classes, visiting nurse programs (before and after delivery), social service assistance, e.g. emergency child care, day care, nursery school. The different branches of Human Services provide pieces of these services to "selected" groups of citizens e.g. "high risk" families - potential child abusers, however such

selective services tend to stigmatize both the agency and the "clients" receiving services as members of "that" other kind. Such attitudes counteract the intent of intervention projects, and thus a comprehensive early intervention system available to all citizens is advocated.

While many early childhood education programs exist, those reflecting a policy of early intervention are limited to a scattered few. Research by Stanley 1972, Keyserling 1972, Abelson 1974 and Beller 1974, substantiates the belief that early intervention is instrumental in improving opportunities for children to develop into effective and happy human beings. (Bronfenbrenner 1974) This need for early intervention is equally strong in the medical and mental health, educational and social welfare fields, and the establishment of a nation wide policy of coordinated multidisciplinary early childhood education is vital to the development of a comprehensive early intervention program. (Wagner and Wagner 1976) Such a policy is not, and has not been adopted during the recorded history of early childhood education in the United States. (Steinfels 1973) The amount of attention paid to particular groups or situations in history can serve as a historical barometer of societal attitudes and values. The noticeable absence of historical references to children and childhood in the histories of civilization is indicative of societal priorities, and re-

affirms the sporadic attention paid to the education of young children.

> The direction of human affairs has never been confined to children, and historians, who have concerned themselves primarily with political and military affairs and at most with the intrigues and rivalries of royal courts, have paid almost no attention to the ordeals of childhood ...
>
> William Langer 1973 (DeMause, p.vii)

Historical developments of early childhood programs

The following discussion will elaborate upon the conditions which have historically affected early childhood educators. Included in this discussion will be a description of the growth of early childhood programs, the variety of services offered and the role of this development as part of a national policy on child care. This context will contribute to an understanding of the training needs of early childhood educators and present examples of staff development efforts provided by selected early childhood projects. As these projects are discussed, the gap in staff development opportunities for teachers of young children, and the lack of opportunities for professional collaboration amongst this population will be identified.

The field of early childhood education has experienced dramatic growth in recent years, although its development has been sporadic and uncertain. Early in its development, the primary emphasis of these programs was placed on the physical

well being of children. Late in the eighteenth century, health practitioners took an active interest in the development of environments for young children. The interests of nurses and medical practitioners at the turn of the twentieth century facilitated the development of a medical model of custodial child care. Maria Montessori in Italy, the MacMillan sisters in London, England and the simultaneous evolution of Day Nurseries in the United States in part reflect the spirit of the field and typify the concern placed on the health and welfare of young children. (K. Read 1971) The programs initiated at that time continue to function today, and to extend their influence on the lives of young children. The concern for the welfare of young children led to the further development of nursery schools in the United States after the First World War. In many instances the nursery schools were located on university campuses and served to train future teachers. "In 1931, 34% of the 203 nursery schools surveyed listed research as a major function and 43% listed teacher education." (Fein and Clarke-Stewart 1973, p. 22)

The laboratory nursery schools of this period grew and encouraged scholars from other disciplines to participate in the development of programs concerned with the whole child. In some universities the psychological theorists such as Skinner and Hull, vied for the chance to influence

the early learning theories being explored in these laboratory schools. The interests of the different scholars generated differences of opinion on the topics of how children learn, thus significantly influencing the direction of early childhood teacher education.

The behaviorists attempted to introduce and to develop their interest in early childhood through the learning theories of Sears, Skinner and Hull. (Maier 1969) The "laissez faire" proponents strongly advocated their programs' belief in the natural goodness of the child and attempted to create programs which would operate with this belief. The learning theorists and the pragmatists developed laboratory schools reflecting their philosophy, their goals and their hypotheses. Thus programs from the John Dewey School at the University of Chicago, the Bank Street School in New York, and the Ruggles Street Nursery Training School in Boston, to name a few, provided the country with a teacher population with diverse backgrounds. The graduates of these teacher education programs continued their education or found employment predominantly in the public elementary schools. A small number of these graduates also joined the ranks of the teachers working in the few existing nursery schools or day nursery programs.

During the 1930's the federal government provided additional support to the field of early childhood education

through projects designed to provide nursery education for children in families whose economic conditions were likely to have adverse effect on the child. The support which came through the Works Progress Administration provided more openings for children in Day Nurseries and increased the need for working mothers as assistants, and also freed some mothers for possible employment in the field. (K. Read 1971) The emphasis of the Works Progress Administration was to create more jobs for non working families, and to provide services for the children so that parents could work. The teachers who had been trained in the laboratory nursery schools also benefited from the employment opportunities generated by the Administration. The demand for public school teachers was such, however, that many preferred to enter the public school system to teach at the elementary level.

The Second World War generated another spurt of support from the federal government for Nursery education. The primary goal of the support provided through the Lanham Act of the Second World War was to establish schools for children whose mothers were employed in the war or war related industries (K. Read 1971) This support, like the support provided through the Works Progress Administration, was not an indication of long term national commitment to early childhood education. The goals of both these programs were primarily to serve the best interest of the adult workers of the

nation, that of economic growth through an increased work force. The federal government did not commit itself to the belief that early childhood education is a way of improving the quality of life for the children of America.

The development of early childhood education was perhaps in its most tenuous stage following the Second World War. As the United States returned to a peace time economy following this war, the need for the employment of women in war related industries decreased. This shift in employment priorities combined with the desire of men returning from the war to have women in the home "giving care to children as mothers should." The national need for supporting child care or nursery education diminished as mothers returned to the home, thus closing many of the child care programs and diminishing the visibility of children in group settings. The period immediately following the war was a period of intense transition for the children, parents, and for the field of early childhood education. The early childhood educators faced strong opposition to their beliefs that young children benefit from early childhood education. This opposition was clearly visible at the White House Conference on Children and Youth in 1950, when the question of whether three and four year old children benefit from a school life was debated amongst educators, public policy makers and parents. (Biber 1969)

The decade of the 50's retains the distinction amongst early childhood education historians as being the decade of most intense debate concerning the question of whether young children belong in school or at home. (Biber 1969) This debate has gone unresolved to this date and continued to be argued whenever early childhood educators meet with politicians and government leaders. The issues were argued at that time from economic, social, cultural and learning theory perspectives. However, when the Supreme Court Decision of Brown vs. the Board of Education in 1954, ruled that "separate but equal has no place" in providing for the education of America's youth, considerable impetus was given to the creation of legislation affecting the field of education. The impact of this decision on early childhood education was felt in the late fifties when the federal government began to fund early childhood education programs and to increase allocations for the development of compensatory projects. The intent of efforts on behalf of early childhood education at that time was to provide all young children with equal opportunities to develop their potential. (OCD 1974)

The most immediate legislation to affect developments in early childhood education, the Cooperative Research Act of 1954, provided grants to higher education for education research surveys, demonstrations, and for the dissemination of

information. The funds to support the Cooperative Research Act were allocated in 1957, three years after its passage. Thus while the legislation was there, the money attached for implementation was not appropriated until later. With the increased federal commitment to research and demonstration centers, higher education began to develop further laboratory facilities for the training of early childhood educators. These laboratory facilities were affiliated with a number of different departments at the universities. Many were located within the Department of Home Economics and served to provide departmental majors with practical experiences. The department of psychology and education also assumed affiliation with laboratory nursery schools, but to a lesser degree. The departments designed to focus entirely on the developmental aspect of the child, such as Child Study or Early Childhood, were amongst the minority of faculties which sponsored laboratory schools. The variety of academic sponsorship of nursery school programs further contributed to the variety of beliefs found among teachers of young children concerning early childhood education programs. The diversity of sponsorship also directly affected the future professional goals and employment possibilities of graduates. Early childhood programs of the early 60's did not have a large number of highly trained teachers available for work with young children. In fact, the demand for

teachers far outnumbered the supply of trained practitioners at that time. This situation persisted throughout the sixties and early seventies but the number of available teachers increased each year.

The signing of the Economic Opportunity Act of 1964 further reinforced federal support of the early childhood education movement as Manpower training and services to children were developed. Concurrent with the federal interest in early childhood, the publication of research conducted by numerous psychologists became increasingly popular. The works of Piaget and Bruner became particularly influential at the laboratory nursery school level where early childhood teacher education programs worked to develop solutions to the contemporary controversy. The controversy during the 60's was not so intensely occupied with the debate of whether or not three and four year old children benefit from school life, but rather with the question of how and towards what ends early childhood education should be provided. (Biber 1969)

The concern of early childhood educators has recently focused on the implementation of new programs to provide for the needs of large and diverse client populations. These early childhood programs share common goals, and yet they are different, especially when viewed with respect to teacher behaviors, classroom curriculum, and supportive services for

the children and families. The emphasis placed on many programs now is the universal goal of providing opportunities which help to increase the number and variety of experiences available to young children, thus helping to improve the quality of their lives.

Early childhood program diversity

The diversity of early childhood programs and services operating to respond partially to the generic goal of providing opportunities to improve the quality of life for young children have increased during the last decade as a direct result of an increased national commitment to provide services improving the lives of various classes and categories of people. Specifically, the federal programs have classified and labelled target populations which are to receive services. Such classification and labels include: low income families, single parent families, disadvantaged children, handicapped or other special needs children. Throughout North America the development and implementation of early childhood education programs fluctuates with each program's sponsor, and with the social welfare policies of each state or province. The following section will discuss some of the differences in sponsorships and program objectives. The list below is intended to offer a perspective of early childhood program sponsorship and to highlight the

range of diversity and the communality found among the various programs.

Sponsorship	Programs
Public	Head Start Community Clinical Nursery Schools Public Health Developmental Pre-schools Kindergartens Prekindergartens
Philanthropic	Day Nurseries Day Care Centers (Welfare donated funds) Cooperatives
Proprietary	Nursery Schools Kindergartens Day Care Centers Cooperatives
Higher Education	Laboratory Schools Kindergartens Day Care Centers Nursery Schools Cooperatives Play Groups

While the above reveals some of the overlap of programs provided by the sponsoring agencies, the objectives of each will vary, but the similarity is apparent. The range of objectives as they have been extracted from program narratives listed in licensing documents of the Office for Children in Massachusetts are as follows.

Objectives:

1) Social welfare = family assistance, guidance and child therapy
2) Teacher education and/or research = focusing on the child
3) Socialization and play oriented towards the child

4) Social welfare and whole child concern, including family
5) Diagnosis and intervention for multiply handicapped children and their families
6) Diagnosis and intervention for special needs children and their families
7) Education = preparation for first grade
8) Readiness as to social, attentive, and precognitive skills
9) Parent participation and parents as teachers

These program objectives are equally applicable to the programs which provide services for a portion of the day as to programs providing services for the entire day. These objectives vary depending upon whether they are the public schools, public sponsorship or private profit making business enterprises. Thus it is not from the objectives or necessarily the sponsorships that one can determine the nature of the services delivered to the children. The questions focusing on the how, and towards what ends services should be delivered are the questions which concern early childhood education in the seventies. (Elkind 1976) For the purposes of this study, it is recognized that differences between programs exist, and that these differences are primarily due to the diverse nature of the teacher population.

Diversity is generally a desirable trait, however when looking at this particular situation, diversity is potentially harmful to the present and future lives of children. Teachers who subscribe to a dogmatic teaching style,

which places young children in desks without freedom to move are plentiful. Such dogmatic programs for 2, 3, 4 and 5 year old children do not respond to their needs, and in some cases have seriously affected their attitudes towards learning later in life. (Keller 1974) These early childhood programs operate primarily because there is currently no federal, state or local government agency which can tell teachers (who are ignorant) how, or what to teach 2-5 year olds. It is this extreme in the diversity of the early childhood teacher population which creates the demand for serious discussion and resolution of the question of how and towards what ends early childhood education should be provided. In the past the lack of consistency in the amount of attention paid to this teacher population by the responsible state and federal agencies has been tolerable. However as families more than ever seek child care outside the home, the nation can no longer neglect the important role of early childhood educators to the development of children.

The following sections will elaborate on some of the programs sponsored by public and private funds. This elaboration is intended to further describe the range of teaching personnel working with young children in early childhood education programs. This description will focus on the problem of how to deal effectively with the diverse population of early childhood educators.

Head Start

The Head Start program, which developed from the Economic Opportunity Act of 1964, has well established objectives, and focuses on providing services to the whole child. The program is designed with goals for each of the following categories: education, nutrition, physical and emotional health and social services to the family. The emphasis placed on these specific objectives within the compensatory programs funded by the federal government fluctuates with the staff, funds and community input. Initially the federal government funnelled the money for compensatory programs through Project Head Start. The funds managed by the Community Action Agencies first established summer programs for five and six year olds whose families met the low income eligibility requirements. With the success of the summer programs, year long programs for young children were implemented. Prior to 1973 these programs served many kindergarten age children, as public school kindergartens were not uniformly available in the United States. Since 1973 many states have required that the public schools make public kindergartens available, so the half day Head Start programs have started to focus on the pre-kindergarten population, that is, three and four year olds. In an attempt to meet the demands of the working parents there are numerous Community Action Agencies which provide all day Kindergarten

programs. These programs function in one of two different ways. The programs either receive a statement from the local public school approving their Kindergarten Curriculum, in which case the children spend all day in the Community sponsored day care center, or the programs arrange to have the entire Kindergarten population of the center attend the same session in the Public School, and then provide for the remainder of the day in the group day care center. Such programming clearly focuses more on the emotional, cultural and tutorial needs of the children than on the Kindergarten Curriculum. These programs, while representing a new commitment by the federal government in support of early childhood education equally focuses their attention on the employment and training needs of the adult population in the target areas. To deal with these needs, the programs attempt to hire community personnel in a variety of paraprofessional and support service positions. Programs have been developed to train mothers to become health care coordinators, social service coordinators, or teachers in the centers. This training has been conducted through a variety of federally supported inservice education programs to train and in some cases retrain paraprofessionals. This inservice training has been provided through:

1. Courses
    a. Credit through University Programs with Head Start training Grants

b. Non credit adult extension courses through the State Department of Education

2. Workshops

a. provided through Technical Assistance Projects of the Office of Child Development
b. provided by Educational Consultants within the Head Start Projects

3. Supervision by Educational Specialists

a. of the classroom staff as a team
b. of individual teachers working with the children

Each of these inservice efforts serves different purposes. The courses may be intended to help raise the educational level of the staff and to generally improve staff awareness of the development of young children. The match between the topic of the course and the teachers' work is often nonexistent. The workshops which generally occur in the afternoon are primarily focused on topics directly related to the teaching of young children. As teacher attendance is required, the actual benefits of such workshops are seriously questioned. (Kleiman, 1974) The match between fluctuating needs and ongoing inservice education with this teacher population is difficult to accomplish. The person responsible for coordinating and providing inservice training is oftentimes delegated many other administrative and teaching responsibilities, thus further hindering the possibility of developing inservice efforts which (1) respond to the needs of the teachers and the children, (2) match individual competencies with professional growth and (3) match

program goals with inservice goals.

This element of the educational supervision may help to create an eclectic paraprofessional staff which lacks the opportunity to develop clearly articulated objectives for its own professional competence. The staff's exposure to the projects, early childhood curricula, and competencies is limited and the access to such restricted to the few arrangements made within their centers. This creates an isolated teacher population with minimal skills and competencies. (OFC Records, 1976) Recently, the statistics compiled by the Massachusetts Office for Children, indicate that in Massachusetts 10% of all licensed programs are sponsored through the Office of Child Development - Head Start Projects. Thus this teacher population directly affected the early development of approximately 5,500 children between three and six years of age during the 1975-76 fiscal year and involved a total of 981 professional staff and over 2,500 volunteers. (OCD Statistics, April 1976) These figures are significant as we consider the isolationism imposed on teachers through the segregation which exists between public and private, private and philantropic, day care and nursery schools or nursery schools and kindergartens. This isolationism originates from the failure to establish an organization through which teachers can communicate. In fact program objectives and financial survival prevent

sharing among the private centers and the public centers. This is especially so as workshops, courses and consultation visits paid for by OCD - Head Start are open only to the staff of the specific Head Start Project and not to the greater population of early childhood educators, thus further hindering the possibility of teachers interacting and sharing.

Proprietary

As the federal government increased its support to direct sponsorship of programs such as Head Start, it also provided money for individuals to purchase child care services on a need and income eligible basis. This enabled the private nursery schools which started prior to 1950, and increased during the late fifties and early sixties to provide nursery education to more economically and socially diverse groups of children. The rapid growth in this field is indicated in 1963 statistics which show that the population of early childhood education programs in Massachusetts was 60% less than the number of currently licensed by the Office for Children, with 600 centers serving 23,000 children in 1963 and 1,500 centers serving 55,000 children with 7,890 staff members in 1976. (OFC Statistics, September 1976) In keeping with the changing social attitudes towards the value of early education, the private nursery school population

increased during the rising economic growth of the sixties.

The private nursery schools in Massachusetts currently comprise sixty percent of the total population of all licensed early childhood centers. The programs are primarily half day, but a third do provide either extended day services or double sessions to the communities serviced. (OFC Records 1976, National Day Care Study, 1971) They are located in a variety of buildings, but mostly in private homes, cellars, church halls, and renovated garages. Only a handful are located in buildings designed specifically to house an early childhood education program. The primary goal of these programs is to provide increased cognitive, social, emotional and physical stimulation for the children in attendance. (Massachusetts Committee on Children and Youth, Day Care in the Greater Springfield Area, August 1965) The centers are generally smaller than the federally supported programs, as enrollment at any one time may vary from fifteen to twenty four children, and yet some have capacities for over one hundred children.

These proprietary centers are generally owned and operated by individuals, families, or small business. They employ some staff, but as the staff-child ratio is generally one to ten, often the owner and one assistant are sufficient to meet the regulations governing the existence of the program. (National Day Care Study, Progress Report, January

1976) The teachers in the small mom and pop centers have equally as diverse backgrounds as do the teachers working in the Head Start Projects, and their need for ongoing inservice efforts are equal to those identified by the Head Start staff.

In the case of the mom and pop centers, the isolation and professional segregation among centers is remarkable. The proprietary center staff competes with other centers for clients, and perceives professional colleagues not as allies but as adversaries, and federal programs as totalitarian efforts to wipe out private enterprise. (Allen, March 1976) These attitudes and the lack of early childhood competencies magnify the need to create opportunities for interaction among the diverse population of early childhood teachers.

Day Nurseries

The Day Nurseries are the oldest and most established early childhood education programs currently operating. Traditionally these programs were funded by church affiliated agencies, i.e. Catholic Charities and other community charitable agencies like United Way. This sponsorship has now extended to the point where church donations, community charity grants, public schools, welfare departments and the federal government all provide a source of funding without which services currently provided by the Day Nurseries would

be substantially modified. The sponsorship has in fact become multi-sourced as the government funding for child care in general has become increasingly austere.

The well established Day Nurseries and Family and Children's Services Day Care Centers are prevalent in most major cities across the Commonwealth and throughout the United States. The philanthropic centers comprise 15% of all licensed programs in the Commonwealth of Massachusetts and as their educational, social services and nutritional programs are well established in the tradition of the programs, the staff tends to have more professional training than in the previously mentioned centers. (OFC Records, 1976) The head teachers of the nurseries more frequently have formal teacher preparation in early childhood education than their counterparts in the proprietary, or Head Start centers.

The financial and program stability creates a more desirable professional climate for early childhood educators and salaries also tend to be more competitive with public school teacher salaries. The teaching staff of the day nurseries is provided with inservice training by social service professionals, educational directors, and occasionally by outside consultants. They, like the staff of Head Start, are limited to the in-house professional contact, as the inservice education sponsored by the agency is designed

for its own staff. The length of the working day and the demands made on teachers make the development of collegial relationships after hours difficult to initiate and sustain and thus severely limit professional collaboration among early childhood educators anywhere.

In addition to the sponsorship of early childhood programs already mentioned, a variety of public agencies provide direct service to young children. These services, in the case of the Department of Mental Health and the Department of Public Health are geared primarily towards young children with specific categories of handicaps and needs. The program established by the Department of Public Health further indicates the severity of the problem even among public sponsored programs. In 1969, the Massachusetts Department of Public Health responded to a request for a proposal from the Bureau for the Education of the Handicapped of HEW in Washington, D.C. The proposal to develop a model for an integrated early childhood education program was funded, and the first of six such programs was established at the Dimock Street Health Center in Boston. (Derry 1976) The project, under the supervision of the Department of Public Health Division of Families and Children's Services, moved slowly to replicate the model throughout the Commonwealth. These integrated early childhood education programs are located in a variety of facilities including public school buildings,

hospitals, and community clinics. The programs are integrated to the extent that they enroll equal numbers of multiply handicapped and able bodied children.

The staff members of these centers are multidisciplined and include child developmentalists, early childhood educators, physical therapists, occupational therapists, speech therapists, psychologists, social workers and a good number of people trained in other disciplines, such as economics, history, dramatic arts, music and business. This diversity of staff creates great demands within the centers for coordinated inservice and formal teacher support efforts. The demands for such interaction have been met to a certain extent within the projects through staff meetings and workshops. Despite these efforts the staff, because of its eclectic and specialized focus has little or no opportunity to associate with and feel a sense of belonging to a larger professional population. These teachers are also isolated and focus their attention on the child, the family, and the center for the greater portion of the year. They have few opportunities to develop professional rapport with other early childhood educators. This gap of communication and association among teachers of young children prevents the development of a consistent level of quality and professional growth, thus seriously limiting the possibilities of creating nation wide high quality service delivery systems to young

children.

The Department of Mental Health has had long and active interest in providing services to young children. In fact, prior to the DPH's development of early childhood education programs for young children and prior to licensing of early childhood programs, the DMH established programs for young children and their families with special needs. The program known as the Community Clinical Nursery Schools (CCNS) provides services to children who are substantially retarded, autistic, blind, deaf, mute and multiply handicapped.

The project was initially implemented in 1957 in twelve communities with twelve centers serving 144 children and their families. These centers initially employed a total of twenty teachers across the state. The model consists of a small classroom within each center of no more than twenty children and more commonly no more than twelve children. The centers employ one teacher and one aide to every eight children. The project also has funds available to provide additional aides and specialists as necessary to meet the needs of the children and families. The average child staff ratio per classroom has been maintained at three to one throughout the years. The project has grown to include a regional support team of two head teachers for every region, two regional multi-arts specialists, and several floating

aides. The population served during the 1975-1976 fiscal year was approximately 900 children between the ages of three and seven. (McConnel, DMH 1976) The number of staff employed statewide to work with these children is approximately 330 teachers, aides and regional specialists. The staff receives regular visits from the regional head teachers and media consultants and has monthly meetings to deal with current issues, as well as to share new resources. This support and inservice effort within the CCNS program is very helpful to the teachers working for the CCNS program, however they remain isolated from teachers of other early childhood programs in their region. The teachers' knowledge of the field is updated through the system however, they remain uninformed, and lacking in their perceptions of developments in other early childhood education programs within their communities. This approach has limited possibilities for affecting the development and professional growth among the many early childhood educators of the region.

Public schools have also sponsored programs for young children. Since the Second World War, several school systems have continued to maintain early childhood programs which were either half day nursery programs or full day, day care situations. These programs are optional for the public schools, in some instances however have been established for purposes of training high school students enrolled in home

economics programs. The state census on the number of children attending public school kindergarten indicates a rapid growth in both kindergarten and pre-kindergarten programs in Massachusetts since 1971, these figures do not however include programs operating for the benefit of home economics students. The following statistics from the Bureau of Statistics, Massachusetts Department of Education, serve to illustrate the growth of these programs since 1971.

1971 - 1972	65,303	Kindergarten
	143	Pre-kindergarten
1972 - 1973	66,207	Kindergarten
	667	Pre-kindergarten
1973 - 1974	81,829	Kindergarten
	541	Pre-kindergarten
1974 - 1975	86,442	Kindergarten
	1,067	Pre-kindergarten

The number of teachers employed for pre-kindergarten programs has increased from ten in 1971-1972 to over one hundred in 1974-1975. It is expected that both the number of children and teachers will increase during the 1975-1976 school year, especially as the impact of the special education legislation, Chapter 766, is felt in the public schools. This legislation requires that public schools provide educational programs for 3-21 year old special needs children. For the 3-5 year olds the majority of school systems will respond to this regulation by providing similar services as established in Springfield, Massachusetts.

In order to provide appropriate educational programs for the children ages 3-6 years, the public school system established a new program solely for special needs young children. This project, located at the Ursuline Academy, has grown from a few children in 1974-1975 to over one hundred children in 1975-1976. At this time this program and others like it across the Commonwealth are segregating the special needs children as was done when institutions were seen as the only alternative to meeting the needs of special needs children. It is unlikely that this project can refrain from altering its service delivery mode to a more integrated program. It will eventually become a program which will provide a suitable number of able bodied youngsters an opportunity to play and learn with those children who are identified as having special needs. When this integrated model is finally implemented, the result will be to provide public school education to a larger population of three to six year olds than currently services.

Some teachers of young children within the public schools feel alienated from the teachers of older children, the administrators and other professionals in the schools. Their relatively recent addition to the public school environment contributes to the professional isolationism from the teachers within the system, as well as the isolationism from the early childhood educators in other programs. This

situation creates another growing early childhood teacher population which is demanding attention.

While the range of sponsorship of early childhood education has grown and gives the appearance of a more positive national policy towards meeting the basic child care needs of families, a real commitment towards the teachers of young children is virtually non existent. Several factors, such as working conditions, salaries, fringe benefits, professional recognition and societal attitudes, among others, indicate to the early childhood educators that they are on the bottom of the list of professional importance when placed along side educators from colleges, high schools, and elementary schools. Recent activities by a task force on teacher certification exemplifies the professional educator's attitude toward early childhood education (Chapter 847). The task force which was established with the aim of developing a new certification program for all teachers in Massachusetts had no intention of including early childhood education as a certifiable area. Despite the fact that this task force included deans of education schools, superintendents, principals, teachers and union representatives, not one of these educators had given thought to the training requirements or even the existence of competence in teachers working with young children. Only after months of active attendance and lobbying by early childhood educa-

tors did this task force accept the notion of creating a certifiable area of early childhood education. However the task force and the Department of Education refused to invite an early childhood education representative to join the task force in an official capacity. Again in order to be heard and to be recognized the informed early childhood educators were forced to assert themselves, and to further be subjected to the societal attitude that early childhood educators are not really professional educators. This example is provided solely with the intention of giving an example of the kind of attitudes which prevail and continue to linger as problems to be overcome by the teachers of young children.

Support systems provided by the state or schools are rare or nonexistent. Teachers and programs for young children are the first to suffer when economic growth and stability are jeopardized. This is not a difficult phenomenon to understand, for as federal and state budgets are primarily influenced by the interest groups and lobbying efforts of the affected citizens, the fact that young children have no vote, little organization, and few voices on their behalf, allows the budget allocated to their services to be the first cut or the last provided. One example of the support services being affected by this system of fiscal management occurred in 1975 when the Day Care Consultation and Licensing Unit lost five early childhood education consultant posi-

tions, while the Director of the Office for Children increased his staff of Administrative Assistants by three, at substantially higher salaries, thus significantly diminishing the Office's capacity to provide direct services to early childhood programs. The field of early childhood education is thus a very unstable professional choice for those people who are genuinely dedicated to the belief that good early childhood education makes a difference.

Currently, the variety of early childhood education programs has increased to a greater extent than ever before. The early childhood movement has progressed from proprietary profit making programs to public assistance compensatory programs, through research and development projects, to the establishment of preventative mental and physical health programs with an educational component, to create a diversified group of individuals working with young children in equally as many different programs. These developments create demands for the coordination of projects to provide support, assistance and coordinated staff development opportunities for this teacher population. The question of how to organize to provide for their needs is precisely the problem which will be dealt with in this study.

Chapter outline

Chapter I has explored the historical conditions of early childhood educators and defined the dimensions of the problem addressed in this study. The chapter has described the growth of early childhood programs, the variety of services offered and the role of this development as part of a national policy on child care. This introduction has pointed out the training needs of early childhood educators, and presented examples of staff development efforts provided by selected early childhood projects. As these projects have been discussed, the gap in staff development opportunities for teachers of young children, and the lack of opportunities for professional collaboration among members of this professional population has been identified. This chapter has thus introduced the proposed topic for the dissertation, identified the variables, provided the rationale for, and stated the problem.

Chapter II will further define and explore the problem through a review of the literature. This will include extensive review of the literature in Inservice Education, Educational Support Systems, Change Agent, Helping Relationships, Early Childhood Inservice Teacher Education. The review of the literature in these areas is intended to document past efforts, if any, and to provide the rationale for providing the kind of service to teachers of young children as pro-

posed in the third chapter of this dissertation. The absence of presence of literature specifically focusing on multidisciplinary early childhood inservice education and collaboration will further support the rationale established in Chapter I for a dissertation on this topic, and serve to support the recommendations of the model proposed in chapter IV.

Chapter III will consist of a discussion of current projects in Massachusetts which will further affect the lives of the professional population dealt with in this dissertation. The new developments in Massachusetts will potentially have a long term effect on improving the status of teachers of young children and subsequently further develop the thrust towards a national policy on early childhood education. The projects currently developing in the various state agencies will find the approach presented in Chapter IV a workable model for replication as the Commonwealth moves towards the development of its own clear and well defined public policy on early childhood education.

Chapter IV will present a model for designing successful staff development experiences for teachers and other persons working with young children. The model will be developed on assumptions supported by the literature on inservice education and on the development of helping relationship. The approach is multidisciplinary and is developed through a

case study of the conditions prevailing throughout early childhood programs, but specifically focused on the situation in western Massachusetts, including the staff of 140 different early childhood projects. The approach follows a six stage model essentially similar to models suggested in change agent literature. (Havelock 1973) The model will draw on examples from this literature for support, and supplement the assumptions taken from literature on inservice education, (Lawrence et al., 1974, Edelfelt 1975) and the helping relationships (Brammer 1973, Combs, 1969). These assumptions will be integrated through the development of the case study to clarify the importance of each stage and to substantiate the recommendations made to resolve the problem in the selected area.

Chapter V will summarize the discussion of the conditions affecting the lives of teachers and others working with young children. This summary will include a discussion of the implications of a regional approach to multidisciplinary staff development and professional collaboration opportunities for early childhood educators. The chapter will also substantially clarify the current state of affairs of the national priorities towards young children and subsequently make recommendations for future research and action in the area of early childhood staff development and collaboration.

C H A P T E R I I

REVIEW OF THE LITERATURE

Inservice Education

The literature on Inservice Education will be reviewed in part with an emphasis on the work of Edelfelt, (1975) as he defines some of the current practices and future concerns of inservice education. The primary motive for inservice rests with the personal motivation of individual teachers. Teachers want to improve upon their knowledge of child development and learning (1973-74 NEA Teacher Needs Assessment). Another area reviewed in this chapter concerns the literature of Change Agents. The change agent has a responsibility to approach a problem with clearly define and systematic strategies. The different change agent roles need to be defined and appropriate processes determined so as to effectively decide upon an approach to a problem. A third area reviewed focuses specifically on Early Childhood Inservice Models, programs and efforts identified through a search of the ERIC documents. The assumptions about learning, knowledge and teacher competencies identified in the literature of the Integrated Day Approach will further support the helping process as detailed by Brammer and Combs, and then serve to develop a framework for the model proposed in Chapter IV.

Inservice education is a vast and complex area of teacher training. Definitions of the term Inservice Education include terms such as staff development, continuing education, teacher centers, mini courses, modules, workshops, summer session. (Edelfelt 1975) Inservice education obviously takes more than one form. For the majority of teachers their professionalization is a personal professional commitment and commonly implies formalized courses through graduate study. (Edelfelt 1975) Opportunities to seek such study are commonly established and supported through university graduate programs. Efforts by some universities to establish a match between their preservice and inservice programs have led to creative blends. The Integrated Day Inservice Growth Program of the University of Massachusetts is a fine example of such a program. (Welles 1975) The training of teachers is undergoing dramatic changes, and is forced by current trends to assess current practices.

> The professionalization of teaching will require a more gradual induction into service, a bridging of the gap between preservice training and inservice practice. The supervised on the job training periods of other professions are essential to teaching if it is to be fully professionalized.
> (Edelfelt, 1975, p. 251)

Historically, inservice education for teachers has consisted of sporadic, poorly designed projects of evening, Saturday and summer workshops and courses mandated by the

school administration. It has taken place almost entirely on the teachers' time and continues at the teachers' expense. (Edelfelt 1975) Conditions which force teachers to seek possibilities for their own professional development reflect the neglected status of inservice teacher education. Kleiman assures us that there is a definite need for continuous inservice education among teachers in schools and within school districts. (Kleiman 1974) Edelfelt (1975) assures us that teachers have consistently indicated a need for it, and Miller (1973) sees inservice as a most immediate pressing need. Support for teacher education through inservice assures us that teachers will have the opportunity to continue to enhance their professions and their personal growth.

What priority does inservice education have among educators? Edelfelt, after his review of inservice models, attempts to convince us that "Inservice teacher education is the priority of the next decade." (Edelfelt 1975) Bunker (1974) recommended the reorganization of inservice education programs within the School of Education at the University of Massachusetts so as to facilitate the continuation and expansion of those programs. The recommendation of the Committee on Inservice Teacher Education at the University of Massachusetts, School of Education suggested that inservice activities be designed in recognition of the following assump-

tions:

> Inservice education is a natural extension of preservice education.
>
> Comprehensively designed inservice programs are more effective than simple accumulation of credit in helping learners develop competence.
>
> The accumulated research and literature have significant implications for our inservice efforts.
>
> Growth is enhanced when programs encourage shared decision making.
>
> Cooperative planning of goals, activities, and methods of evaluation enhance growth.
>
> All people have the potential for growth.
>
> Self selection into learning experiences enhances growth. (Bunker 1974, p. 4)

Kleiman suggests that inservice education should consist of a "planned program of learning experiences which provides opportunities to improve teaching by correcting cognitive and methodological difficulties." (Kleiman 1974 p. 373)

In his paper "A Guide for Effective Inservice Education," Kleiman recommends the following steps for developing practical inservice education programs.

1. First, have as simple an organizational structure as possible. Do not attempt to solve all the problems at once. Concentrate on creating a program which can accomplish its goals.

2. Second, identify the needs of the faculty and direct the attention of the program toward meeting those objectives. The success or failure of the program will depend upon the degree to which the faculty themselves identify their needs.

3. Third, these needs and problems should be analyzed. This brings about direction for the program in terms of limitations and content. Will the programs concentrate on the transmission of knowledge? the improvement of certain skills? the improvement of attitudes or values?

4. Fourth, the activities utilized should be selected to meet the objectives of the program and the needs of the faculty.

5. Final steps in the process of developing a practical program is the evaluation of the inservice experience.

Not all program models for inservice education emphasize affiliation with an accredited institution of higher education, Kleinman, in fact, proposes some guidelines which are equally effective when inservice education is planned by and for the faculty of a school district. However university affiliation and/or implication in inservice efforts are considered desirable and recommended, it is not, however, always possible because of administrative, financial, or pedagogical priorities.

The following assumptions extracted from Edelfelt's paper, "Inservice Education, The State of the Art" provides several conditions considered essential for ensuring successful inservice education efforts.

1. School based experiences will be more successful than college based experiences.

2. Teacher participation as helpers to each other and planners of inservice activities will be more successful than programs planned for them by outsiders.

3. Experiences which emphasize self instruction are more desirable to teachers.

4. Programs which involve the participants in an active role (constructing and generating materials, ideas and behaviors) are more desirable than programs which place participants in a recipient role.

5. Programs which emphasize demonstrations, supervision trials and feedback are more likely to accomplish goals than are programs in which teachers are expected to store ideas and behavior prescriptions for a future time.

6. Experiences which encourage participants to share and provide mutual assistance for each other are more beneficial for meeting the objectives of the workshop than those of individuals working alone.

(Edelfelt, 1974, p. 18)

These assumptions concerning the organization of inservice education are invaluable for future efforts at planning inservice education programs and are used in the approach discussed in Chapter IV.

The following recommendations extracted from the work of Katz and Weir 1969, are considered instrumental by Miller (1973) for developing a successful inservice helping approach. The helping approach

a. must be largely in the teacher's classroom. To be helpful, the trainer must see the real life physical and interpersonal conditions in which the teacher is working.

b. must emphasize the practical "how to" needs of new and inexperienced teachers. Theory, knowledge, history, philosophy, etc., must follow the expressed interests of trainees.

c. must be based on a relationship characterized by mutual trust between teacher and trainer. The customary supervisor or inspector roles developed in many public school districts do not seem to give teachers the support and encouragement they seek.

d. must encourage the trainee to see herself/himself as experimenter, innovator, learner and problem solver and to see these qualities as inherent in the role of the teacher of young children.

e. should lead to professionalism, using the term professionalism to denote commitment to high standards of performance and continuous efforts to grow in competence, to develop new skills and to acquire deeper and broader knowledge of the nature of development and learning.

(Miller, 1973, p. 4)

In order to effectively implement such recommendations, Miller proposes a modest model for national dissemination of early childhood research and developments. His model proposes the establishment of a minimum of six regional demonstration centers throughout the United States so as to provide a coordinated dissemination effort on the developments in the field of early childhood. He further suggests that these programs serve as headquarters for in-service helping teams. These teams would be expected to operate with some consistency and benefit from the literature. Particular emphasis on the recommendation made by Katz and Weir (1969) identify potential linkages with community colleges and other institutions of higher learning. Such linkages are considered vital to facilitate implementation of

successful career development programs. The sites for such centers should be selected by the helping teams with consideration given to accessibility by the teachers of the programs with whom they intend to work. In order to develop ongoing inservice education, the helping teams need to concentrate on appropriate community involvement. This contact helps to ensure a process for developing greater helper skills and a concern for maintaining social and professional relationships among the teacher population. (Miller 1973) Similar concerns are voiced by Edelfelt (1975). He proposes the establishment of a national consortium of agencies, institutions and groups with a stake in inservice education to assume "service responsibilities and to disseminate information to the entire teaching profession." (Edelfelt 1975, p. 252) These recommendations are timely and require in some instances merely a reallocation of time and staff by agency administrators.

Thus while there exists little agreement on the limitations of inservice programs, there certainly exists a communality of ideas pertaining to future needs and organizational procedures to follow. "The fact is that there are several valid concepts of inservice education, and that it will take more than one concept to satisfy the vested interest of all parties involved." (Edelfelt 1975, p. 251)

Educational support systems

Expectations for educational support systems have generally developed more rapidly than society's ability to fulfill them. (Silberman 1970) The need for support systems is genuine, and society's failure to provide such services are most likely due to the inability of state agencies to establish adequate systems of organizational management.

If as Miles and Schmuck (1971) contend, many educational reform efforts collapse and are dissipated as a result of insufficient attention to organizational management, then it is crucial to attend to the interrelationship of the various components within an organization. Such interrelationships are known to determine the effectiveness of the organization's capacity for part of programs developed with a focus on a helping approach to support systems for specific groups of people. It is recognized that a primary goal of organizational development is the creation of self renewing systems which can best be accomplished if there is clear commitment and investment of time from top management and the audience involved. The strategy utilized to implement organizational development with a focus on self renewing systems leans toward shared decision making. This strategy enables an organization to move towards the equalization of power and tries to avoid coercive thrusts within the system. Such a strategy further develops the approaches used in the

design of a self renewing teacher support system.

The emphasis of interactions among members of the teacher group compounded by the use of helper consultants reinforces people's ability to use their own systems. As an organization utilizes the resources and technologies available through training, it can become more self renewing, gain greater contact with its environment, and can become more responsive to the desires and interests of its members. Miles and Schmuck (1971) suggest the following points regarding organizational development for the design of a highly responsive framework from which to operate. The organizational development, (1) is dependent on the involvement of its members for developing programs leading toward redesign; (2) is sequential, planned and goal oriented; (3) requires its members to participate in decision making and shared power; (4) provides for continuous maintenance and expansion of the organization; (5) places the responsibility of change on the agents being affected by the proposed innovations. (Miles and Schmuck, 1971) These points are helpful to the design of the organizational framework utilized for the organizational framework of this project is based on assumptions about learning, knowing and helping, as they apply to encouraging change among early childhood educators.

Change agent literature

The organizational framework consistently relies on procedural aspects recommended in the change agent literature. According to Havelock, the change agent who selects a process approach works with the client to: (1) recognize and define needs; (2) diagnose problems and establish objectives; (3) acquire relevant resources; (4) select or create solutions; (5) adapt and install solutions; (6) evaluate solutions to determine if they satisfy needs. (Havelock 1973, p. 9) Thus while change agents may select roles which identify them either as catalysts, solution givers, process helpers or resource linkers, the agent in a process role follows the above steps. Another aspect which Havelock focuses on is the distinction made between a change agent inside or outside the system. While each situation has positive and negative aspects, the positive aspects of the internal change agent or educational specialist consist of: (1) knowing the system; (2) speaking the language of the system; (3) understanding norms; (4) identifying needs and aspirations and (5) being a familiar figure. On the other hand the insider generally (1) lacks perspective; (2) lacks specific knowledge or skills as a change agent; (3) lacks an adequate power base; (4) lacks independence with the system; (5) may be too well known and make authority difficult to develop. (Havelock 1973, p. 50)

The outside change agent, i.e. free lance consultant, Office for Children Early Childhood Education specialist, or Licensing Consultant has the advantages of: (1) starting from scratch; (2) having a more open perspective; (3) being more independent; (4) bringing a certain newness. On the other hand the limitations of being an outside change agent revolves around: (1) being an outsider; (2) lacking knowledge of language and norms; (2) not caring for the system. (Havelock 1973, p. 52) These roles and characteristics reinforce the need for an organizational framework within which a change agent can effectively operate. Havelock proposes the following six stages: (1) Relationship, (2) Diagnosis, (3) Acquisition, (4) Choosing, (5) Acceptance and (6) Self Renewal. (Havelock 1973, p. 3) These stages provide an excellent framework through which to develop a suitable approach to organizational development. Change is a notion which assumes continuity, ongoing, renewing mechanisms to either determine next steps, solve problems or innovate. As such, it is one aspect of the problem of designing needs response inservice education opportunities for early childhood educators. As these problems require solutions, the change agent literature is valuable for helping

to conceptualize and analyze the problem, design solutions, evaluate the possible solutions, and organize an approach to work on the problem. (Eiseman 1974) Several techniques which are instrumental in problem solving include: (1) brain-storming, (2) defuzzing, and (3) circuit analysis. (Eiseman 1974, Havelock 1973) For further elaboration on the behaviors suggested for the change agent utilizing any one of the above approaches, the work of Brammer (1973) and Combs (1971) are particularly helpful.

The helping relationship

One prerequisite for developing a theory about the helping relationship is to establish some basic assumptions about how people learn and change their behavior. (Brammer 1973, Barker 1975) The goal of creating the ideal growth model presupposes a developmental dimension which enables the helpee to move from "dependence to independence." (Brammer 1973, p. 39) This aspect of the helpers assumptions clearly recognizes the client's need for help, and thus warrants the initiation of a helping process. Such a process requires that a helper be committed to facilitating and helping people through a cooperative process of exploration and discovery of the answers to problems, as opposed to

providing solutions. (Combs 1974) Without attitudes which support such a process, the behavior of the helper will not coincide with the needs oriented perspective suggested in the literature. The following eight processes are recognized as essential to a helper approach to provide support. (Brammer 1973)

1. Entry - preparing the helpee and opening the relationship.

2. Clarification - stating the problem or concern and reasons for seeking help.

3. Structure - formulating the contract and the structure.

4. Relationship - building the helping relationship.

5. Exploration - exploring problems, formulating goals, planning strategies, gathering facts, expressing deeper feelings, learning new skills.

6. Consolidation - exploring alternatives, working through feelings, practicing new skills.

7. Planning - developing a plan of action using strategies to resolve conflicts, reducing painful feelings, and consolidating and generalizing new skills or behaviours to continue self directed activities.

8. Termination - evaluating outcomes and terminating the relationship.

(Brammer, 1973, p. 55)

These processes are essentially similar to the six stages recognized in the change agent literature as crucial to ensuring ongoing, process oriented change. Briefly to recapitulate, these six steps include: (1) building relationships,

(2) diagnosing problems, (3) acquisition of resources, (4) choosing resource methods, (5) gaining acceptance for the change, and (6) development of self renewal. The how of developing helping processes and following through of these processes is contingent upon specific skills and behaviors of the helper. (Brammer 1973) The helper needs to learn basic skills to ensure some margin of success. According to Brammer these skills include the following: (1) Listening, (2) Leading, (3) Reflecting, (4) Summarizing, (5) Confronting, (6) Interpreting, (7) Informing. (Brammer 1973, pp. 83-109) With these skills sufficiently developed through a thorough developmental perspective of behavior, the helper can more effectively realize the helping goal.

The goal which has been identified as the most useful instrument to a person, is the goal of self help. This goal is realized when a helper succeeds in creating the conditions which enable another person to take charge of his/her own growth tendencies and abilities. Such perspectives necessitate a strong belief in the notion of freedom, a notion which has often been thought to lead to higher performance at one's work. (Pelz 1971) In 1961 Likert states that freedom leads to higher performance only when there is a great deal of interaction between the individual, his/her colleagues, and his/her superiors. (Barker 1975)

Several conditions have however been identified as necessary for freedom to lead to higher performance. Conditions which facilitate these working relationships are rare, and the basic incongruence between the need of individuals and the requirements of formal organizations further diminish the possibilities of such interaction. Argyris in 1957 suggested that two types of "social organisms" exist on polar opposites of a multidimensional continuum. He places the ideal case of the formal organization at one end and the ideal case of the individual need centered group where self actualization is developed at the other end. Leadership within this organizational model is defined as helping the individual to obtain self actualization and for the organization to fulfill its objectives. In order to provide successfully for the two populations, the helper must demonstrate diagnostic and analytic skills as well as be able to foster human relationships, decision making and communications.

Efforts to change formal organizational relationships to more needs-responsive relationships are compounded with problems. One major problem to overcome concerns teachers who have become submissive and dependent on formal organizational management. The transition to different leadership patterns will initially result in a decrease in production as well as in an increase in dislike for the leader. (Barker 1975) The individual needs centered leadership style assumes

that the specific population is highly motivated, desirous of self actualization, and willing to be responsible for its own behavior.

Behaviors of change agents

For Maslow the problems associated with the motivations for performance on the job are better understood when put in the perspective of the hierarchy of needs. He proposes that an individual's behavior at any given time is determined by his/her strongest need. The basic needs according to Maslow are ordered such that satisfaction of any particular need is a prerequisite to the satisfaction of other higher level needs. He has ordered human needs as follows: (1) physiological, which refers to the basic requirements for sustenance of life, such as food, clothing and shelter; (2) security and safety, deals with the need to be free from physical danger, and a search for orderliness, routine, stability and a rhythm in life; (3) belongingness and love, whereby the individual will seek affectionate relationships with people in general, for a presence of friends and/or children; (4) esteem and self actualization, through which the individual begins to satisfy his/her need to belong while maintaining high caliber of self respect and esteem for self and others. (Maslow 1954)

Two classifications are made by Barker, 1975 in describing the esteem needs; first, the desire for strength, achievement, adequacy, mastery competence and confidence, and for independence and freedom; second, the desire for reputation (prestige), status dominance, recognition, importance or appreciation. As these two classifications are made, the need for esteem can more clearly be recognized as being either a self or other oriented perception of esteem and thus enables the individual to assess the reality of his/her own needs. Self actualization refers to the maximization of one's potential to become what one is capable of becoming. The specific form that this takes varies greatly from one individual to another, but the fact remains that the emergence of self actualization needs rests upon satisfaction of the prior needs. (Barker 1975)

The survey conducted by the NEA and discussed earlier in this chapter may help to resolve the ambiguity which now exists on the issue of motivation for staff development. The framework provided by Maslow of the needs hierarchy, and the fact presented by Edelfelt indicates that large numbers of teachers are ready to concern themselves with the highest level of need, that is to undertake a quest for esteem and self actualization. What remains to be resolved is the creation of an institution or organization which is capable of accepting individual needs-responsive organizational styles.

The report issued by the NEA in 1975 confirms that teachers consistently seek opportunities for inservice education, a fact which supports the statement that teachers are essentially highly motivated individuals, who, when given a free environment, will seek to satisfy their high level need of self actualization. However, as clearly suggested in the literature, freedom needs to be provided in the context of organizational change, specifically during a period of restructuring of previously existing organizational and behavioral relationships.

Early childhood inservice education

The impact of this literature to the field of early childhood inservice education has yet to be discussed. The following section will elaborate upon the various issues as they pertain directly to early childhood inservice education.

One of the most disastrous conditions currently affecting the field of early childhood education programs in North America, is the fact that, despite the abundance of research, little ever trickles down to the practitioners, day care workers, nursery school teachers and kindergarten teachers. (Steinfels 1973)

While 150 preschool model centers for young handicapped children exist throughout the United States, these programs serve primarily as Research and Demonstration (R & D)

centers to exemplify new trends in early childhood programming, as is the case with the design of effective models for early identification and intervention of potentially special needs young children. (Anastasiow 1975) The effectiveness of such R & D centers however remains to be seen, and Dr. Edith Grotberg reminds us, that we have been supporters of research efforts, but we have not been too successful in coordinating research results with program activities, a fact which is particularly striking in the field of early childhood education. (Steinfels 1973)

Tremendous possibilities exist for developing creative experimental projects in career development and inservice education because the area has been even more of a wasteland among early childhood educators than it has been for the public school teacher population. (Miller 1973, Edelfelt 1975) The view of the literature on early childhood inservice education has revealed the extent to which this field is as yet unexplored.

This author scheduled an initial interview with a representative of the University of Massachusetts Library Services for August 9, 1976. During this meeting the problem of the study was identified for the computer operator and thirty-two possible areas in which literature might exist were listed. These areas were cross referenced and matched through the Eric computer search conducted on August 13,

1976.

The search recognizes the multiplicity of names, that is the semantic disparity which exists when researching in-service, early childhood education and interdisciplinary co-ordination. Thus the resulting list of thirty-two descriptors was used to attempt to locate literature most applicable to the problem. The search ultimately provided sixty-four items, of which three address the organizational framework and the problems which arise when dealing with a wide range of people and career approaches. Throughout this search only one document mildly resembling the focus of this study was identified. That paper presents a description of a project at Mankato State College in Minnesota entitled Interdisciplinary Teacher Education in Early Childhood. That project is designed as a model for pre and inservice teacher education for the following programs: Home Economics, Child Development, Consumer Homemaking, and Early Childhood Education. The program is university based and is largely contingent upon the experiential learning available through the demonstration child care center. The program is unique as it involves an interdisciplinary program for preservice and inservice education for the following:

Early Childhood Education teachers
Child Development Occupations teachers
Consumer Homemaking teachers
Family Life Education teachers
Food Service Occupations teacher and personnel
Family Life and Child Development majors.

Interdisciplinary involvement within the field of Early Childhood is abundant and well established on a chance basis, however, planned and purposeful interdisciplinary involvement in either pre-service or inservice efforts are rare. The Mankato State College offers a model for pre-service interdisciplinary teacher education in early childhood, however the framework for an inservice model of interdisciplinary education is incomplete and seems to be based primarily on visits from teachers in the community. Thus, as a model for the problem identified among the practicing early childhood educators, this program has limited value. The interdisciplinary nature of the project provides a valuable base from which to identify professional groups focusing on services to the young child. All the while that consideration is given to teachers, training programs, and curriculum, it is most important to maintain a clear perspective. That perspective consists of the utmost concern and consideration for providing a quality program for each child. The Mankato project clearly exemplifies this concern and has thoroughly presented its focus in the program description.

The search of the Eric documents yielded another paper discussing pre-service and inservice experiences for early childhood teachers. This paper, however, primarily dealt with the practicum aspect of teacher education. As such the paper has limited significance for the development of inser-

vice teacher education. The point made by Coons in the paper entitled "The Practicum" is that a match between pre-service and inservice training is vital. This point is essential and further confirms the recommendations made throughout the literature. Coons' specific point is that cooperation, reciprocal services and meaningful relationships are essential for any long lasting change in the level of competency of early childhood teachers. (Coons 1974)

In another document Clark (1975) identifies ten essential characteristics for the development of effective early childhood programs. These characteristics are:

1. target specification
2. procedure for addressing assessed and experientially perceived needs of children and other target groups
3. realistic goals with measurable outcome objectives
4. activities and events to operationalize defined objectives
5. periodic evaluation for program involvement
6. supportive services
7. parents as participants, partners, and controllers
8. maintaining continual contact with children
9. belief in the child's ability to learn and the program's responsibility to address his needs
10. reliable and valid documentation of program operations.

These characteristics are suggested as realistic, considering the current status of early childhood education. The

elaboration which is offered for each characteristic does in fact confirm this position. For purposes of this discussion however, the sixth characteristic, "support services" is the most relevant. Clark reaffirms the need for assistance from other personnel, to maximize on the teachers' efficiency as teachers and not as managers. The population proposed to aid the teachers includes siblings, parents, elderly retired and other public and private community resources. The notion of support services for the establishment of an effective early childhood education program is thus quite limited in Clark's view. The line is thus once again established in the literature as principally focusing on the programs' influence on the children, and minimizing the collective needs of the teachers of young children.

Peters (1972) in a review of training, licensing and certification practices of early childhood personnel argues for the development of a competency based approach to assessing the performance of teachers. This approach is suggested so as to provide early childhood educators a uniform and nationally recognized professional certificate based on their professional competencies. The competency based approach has been accepted and implemented through the Office of Child Development, Child Development Associates Program for Head Start Staff as of 1975. In part, Peters' first recommendation for a system of training, program development, and per-

sonnel certification has been acted upon, specifically as the certification of early childhood personnel (at least for Head Start) is centralized in one agency. The Child Development Associates program is open to any individual at least sixteen years old who has worked with three to five year old children in a group setting for a period of at least eight consecutive months. The goal of the CDA consortium, which was organized to administer and evaluate this program, is to make this service available across the United States so as to more accurately permit horizontal or vertical mobility by early childhood personnel. The initial population to which the Consortium aimed the program was clearly the federally funded Head Start Programs.

Once again the problem of dissemination has demonstrated the existence of gaps in the field of early childhood education. In this case the gap exists when research and professional information filters down only to the selected early childhood practitioners and not to the total population. This gap is particularly the point which makes early childhood personnel the most vulnerable. They (1) lack specific information concerning their profession, and (2) fail to be recognized as professionals by the larger population of teachers. These conditions favor the eclectic nature of the early childhood personnel and clearly magnify the problem of creating individual needs - responsive matches between inser-

vice and pre-service education. The conditions prevailing in Massachusetts concerning early childhood educators will be elaborated upon in the following chapter, as will the factors contributing to a solution for the problem of a professional status for early childhood educators.

C H A P T E R I I I

EARLY CHILDHOOD DEVELOPMENTS IN MASSACHUSETTS

Massachusetts has been selected for this study as it is a state which is recognized for its social welfare policies, human rights endeavors and educational system, throughout North America. (Higginbotham 1970) With such recognition, new legislation in the seventies serves to affect further the status of Massachusetts as a progressive liberal state as it pertains to the quality of life issues. This chapter will elaborate on some specific legislation which has directly influenced the state of the art of services to children in Massachusetts, and will subsequently identify current projects which affect the lives of the professional population working with young children.

The people and programs serving young children are now recognized as more complex than ever before. Some of the conditions which have contributed to this complexity have been enumerated in Chapter I. This chapter will thus focus principally on the trends which are affecting the conditions of the early childhood field in Massachusetts. While it has been established that the field of early childhood education has experienced a sporadic and complex development, the fact remains that the possibilities for actually developing either a state wide, or a nation wide system of early childhood

programming have been in existence since 1946. At that time the federal government moved to withdraw appropriation for the Lanham Act discussed on page 14, and made an effort to sustain the early childhood programs through state government auspices. The 1946 federal legislation provides that a city or town which starts a day care center, supervised by the local school committee, may receive 40% of the cost of its salaries from the state, if the state has enacted supporting legislation. (Eliot 1964)

According to Eliot, California is now the most successful state in providing state wide early childhood programming through the public schools. Massachusetts was among the states which enacted legislation to allow communities to benefit from the federal law. Holyoke is one community benefiting from this legislation, and possibly the only community in Massachusetts. This legislation however has the potential for actualizing the development of a state wide system of high quality programming for young children, but has unfortunately not been utilized by the communities, nor has it been actively publicized by the government agencies. Such an obvious failure to utilize potential federal resources demonstrates the existence of gaps in the field of early childhood education. These gaps may concern political, educational, or economic priorities.

Licensure in Massachusetts

The concern in Massachusetts for establishing some quality controls on early childhood programs grew out of the 1950 White House Conference on Children and Youth. (Eliot 1964) The Massachusetts delegation departed Washington with the Committee on Standards and Licensing for Day Care Services for Children being established as the only operating sub-committee of the delegation. (Eliot 1964) This committee was instrumental in the development of guidelines for licensure of early childhood programs and in 1958, the Department of Public Health published a booklet with recommended guidelines for licensure of a child care program. The subcommittee of the Massachusetts Committee on Children and Youth furthermore served to formalize licensure of early childhood services in 1962. The Department of Public Health was given the responsibility for the administration and development of rules and regulations. These regulations were to be established jointly by the Department of Public Health, the Department of Mental Health, the Department of Education, the Department of Public Welfare, and the Department of Public Safety. The rules and regulations were promulgated after due public process on December 16, 1963 and the licensing program began January 1, 1964. Separate public safety regulations, that is, building codes and dwelling specifications, were issued in September 1964. The first year

of the program was concerned with developing as much consistent intepretation and administration as possible, thus much time was devoted to creating adequate application forms and procedures. (Wiley 1965)

The provision to have the local boards of health conduct their own licensing was provided in the legislation, and the decision to grant that authority to 107 of the 351 cities and towns in Massachusetts, preoccupied the licensing staff of the Department of Public Health during the first year according to Anna Leahey, Licensing Coordinator, Region One. As the majority of the staff members of the Department were trained social workers, it was natural that the licensing unit philosophy be based on a helping approach through education rather than police action. This philosophy placed much emphasis on consultation from the licensing staff as well as consultation from other disciplines whenever necessary.

Thus by 1965 the program started to function as a Day Care Consultation and Licensing Unit and continued to grow until 1972. The growth of the program more accurately consisted of an adaptation to the changing demands for consultation and of the establishment of systematic review procedures for ensuring that the standards were maintained throughout the 244 cities and towns.

By 1969-1970, the unit had grown to include a full time pediatric nurse consultant, four early childhood educa-

tion specialists, and seven licensors, most of whom were former social workers or public safety specialists. The unit functioned state wide with members located throughout the district DPH offices. The Early Childhood Consultants within the licensing unit were primarily assigned the role of technical assistance to the programs, specifically around issues of (1) educational programs, (2) special needs children, (3) staff qualifications, and (4) staff training. These responsibilities were becoming more important with the changing times and the increased number of programs licensed by the unit. As the services increased, the Department became increasingly concerned with the question of how to maintain and improve the quality of services to the children.

One element which specifically influenced the preoccupation with this question was the 1968 legislation mandating the implementation of public kindergarten for all children throughout Massachusetts by 1973. This legislation clearly influenced the owners and directors of private kindergartens, as they, along with the private nurseries and philanthropic centers increasingly demanded consultation and courses to upgrade their programs. Without higher standards, this population of early childhood educators felt that they might lose their clients to the public school system. Thus the public school kindergarten program served to stimulate competitive behaviors among the proprietary kindergartens,

and interestingly enough provided some impetus from the professionally trained early childhood educators to improve upon the standards for licensing early childhood programs.

The Day Care Consultation and Licensing Unit (DCC&LU) was by now becoming a unit within the Department of Public Health. The number of new programs and the demands for quality controls became more important as the Massachusetts Committee on Children and Youth continued to lobby for more concentrated efforts and uniformity in the quality of services available to children.

One aspect which continued to disturb the Committee, was the neglect in 107 communities across Massachusetts for the enforcement of staff qualifications and staff-child ratios as required by the licensing regulations. This situation was natural as the local Department of Public Health staff assigned licensing functions primarily to health inspectors, food and drugs specialists, or public health nurses. Thus in about a third of the Commonwealth, primarily in the largest urban centers, licensing was in a state of shambles. The Childrens Lobby and other concerned citizens, identified a potential conflict of interest within the State Department of Public Health. The concern focused on service delivery and monitoring, for while the department was responsible for licensure, it was also responsible for providing intervention programs to children and families through the

Child Development Centers such as Dimock Street Pre-School in Boston and East Mountain School in Westfield.

These factors, among others, contributed to the development of a new government agency within the Commonwealth's Human Service System. The new agency which was created by the Massachusetts legislature in July 1972 and implemented January 1973 is called the Office for Children (OFC). The Office was created in recognition of the multiple problems found in the service network for children, i.e. fragmented and uneven quality from region to region. The Office was established with the mandate to act as an advocate for children and to monitor and control the quality of children's services. The Day Care Consultation and Licensing Unit of the Department of Public Health became one of the five operating units with this new agency. This unit initially grew from January 1973 to June 1975 to include 38 staff members, 32 of whom were professionals, e.g. Early Childhood Educators, Licensors, Social Workers and Administrators. The unit thus began to assume licensing responsibility for many of the communities which had previously been delegated the responsibility of licensing early childhood programs through the local Boards of Public Health. This resulted in a more uniform procedure of licensure throughout the state and also created many problems, for in many cases centers previously licensed by the delegated communities were functioning at

pre-1963 licensing standards, specifically as it pertained to staff qualifications and staff-child ratios required by law.

In September of 1975, the DCC&LU included ten early childhood educators, seven of whom were located in the regional offices. Their positions included the responsibility for providing technical assistance, staff development, course management and for assisting with the licensing procedures. The unit was also given the responsibility of working with several task forces for the purpose of developing new regulations for the licensure of early childhood programs, including day care centers, nursery schools, private kindergartens, special needs centers, infant and toddler programs, cooperatives and any schools which provide services to children between birth and seven years of age.

The emphasis of these regulations was much more on programmatic aspects, as well as being much more specific than the 1963 regulations which had gone unchanged since their implementation. The new draft of regulations were in fact very specific and written in legal language so that a numerical code similar to a police code violations manual was created. The final regulations were promulgated and implemented in November of 1976 with more specific and legalistic language. This orientation in writing, and the 1975 changes in the job descriptions of the early childhood educators

within the Office, represent in part the changing attitudes and philosophy towards licensing within the Office. Specific reference to the 1975 changes, is made for purposes of reinforcing the point that for less than two years the Office for Children maintained a commitment to technical assistance, and support services to early childhood teachers throughout Massachusetts. The new priorities, and changing philosophy towards licensing were made in part to ensure better licensing capability and less vulnerability to staff cuts by the legislature. The Director of the Office issued an administrative mandate which forced all early childhood education consultants within the Licensing Unit to either change their role within the unit to that of a licensor, or resign. All Technical Assistance Staff Training services ceased throughout six of the seven regions in Massachusetts as a result of this action. The Region I Area continued to benefit from the services of an Early Childhood Education Consultant until July of 1976 because it had been organized in such a way that the centers throughout western Massachusetts collectively lobbied the Office for continuity of their program. The program of Technical Assistance and staff development is detailed in Chapter IV.

Chapter 766 special education

The early seventies are marked by other far reaching human rights legislation in Massachusetts. In 1972, a new state special education law was passed. This law known as Chapter 766, took effect on September 1, 1974. It is designed to recognize two very important principles about the education of children. The first principle recognized by Chapter 766 is that the responsibility for the education of children must be clearly placed. This law makes the public school system responsible for all children. The second principle to recognize is that children are unique and are constantly growing and changing as individuals; it is not beneficial to the children to divide them into diagnostic categories for purposes of providing special education. Chapter 766 recognizes the need to

> define the needs of children requiring special education in a broad and flexible manner, leaving it to state agencies to provide more detailed definitions which recognize that such children have a variety of characteristics and needs, all of which must be considered if the educational potential of each child is to be realized; by providing the opportunity for a full range of special education programs for children requiring special education ....
> (Chapter 766, Mass. Reg. 1972 p. III)

The legislation attempts to recognize only one category of special needs children; children who differ only in that they have different special needs. Why is this legislation important to the problem faced by early childhood

educators in Massachusetts? The most significant element for early childhood educators lies in the age range identified in this law, for upon closer evaluation, it specifically identifies the public school system as the agency responsible for all services to special needs young children. This legislation does have some long term implications for the field of early childhood education. Most communities and local school authorities have not provided educational programs for children under five years of age, and are not now capable of setting up such programs.

In some communities early childhood education programs are being made available within the school authority but exclusively for special needs three to five year olds. In Massachusetts, as already stated, over 1,300 licensed early childhood education centers provide services to over 51,000 children annually. (OFC, 1976) This figure does not include those children enrolled in the Community Clinical Nursery Schools of the Department of Mental Health, or the public preschools, kindergartens, or other child care centers exempt from the licensing regulations enforced by the Office for Children. However, of the 51,000 children in licensed programs, as many as ten percent, according to the incidence rate provided by the Council for Exceptional Children, may qualify as children with substantial special needs. The number of young children with special needs not in care can only

be guessed at.

The hope of Chapter 766 is to have Local Educational Authorities (LEA) in Massachusetts identify and establish programs which can provide the services needed by children with special needs. Until integrated classrooms with generic early childhood special needs teachers can be established in sufficient numbers, it is imperative that the public schools recognize the existence of programs in their communities which can help to provide the program prototypes of an integrated classroom. In this case the term integrated classroom refers to the program prototype which places special needs children in regular classrooms with able bodied children. Such programs for young children have recently received much attention in the literature and are recommended by the Bureau for the Education of the Handicapped and the Council for Exceptional Children as the least restrictive and most effective way to approach normalization for young children.

The number of program prototypes for three to five year olds already in existence across Massachusetts varies. In western Massachusetts, for example in August of 1975, twenty percent of the licensed early childhood education programs were approved by the Region 1, Regional Review Board as resource sites for the public school system. Regional Review Boards were established as part of the Chapter 766 legis-

lation to review cases and advise LEA's on the placement of children outside the local school systems. The Regional Review Boards' (RRB) function also included visitation and evaluation of facilities to approve them as resource programs for children identified as Chapter 766 eligible.

Programs were initially encouraged to apply for Chapter 766 approval because local special education administrators were unable to locate appropriate placements for the young special needs child. Through an active year of advocacy and information dissemination of the Chapter 766 Resource Site Application procedures by members of the Office for Children and the Division of Special Education, numerous programs were approved in Region 1. This procedure simply requires the submission of a standardized application form, Special Education #4, which is reviewed by the Special Education Staff of the Regional Education Centers, and members of the RRB. A team representing the RRB members and the Education center visit the programs to confirm the accuracy of the application and to gather further information on the center concerning its capability to perform the services described. A written report is then submitted to the RRB meeting during which a final decision is made on the basis of the recommendations in the report.

Chapter 766 requires local school systems to conduct screening and early identification campaigns in their communi-

ties to locate three to five year old children with special needs. During the first year of implementation, 1974, the screening varied from community to community. Some school districts were extremely considerate of the needs of the young child, while others were not, and in fact, some did not conduct any pre-school screening whatsoever. They were not in compliance with the law and were reluctant to comply with the process for the three to five year old children.

Some explanations for noncompliance in this area dealt with insufficient funds, lack of adequate staff, too many older children with higher priority needs and no programs for young children available within the district. The testimony of special education administrators, superintendents and teachers evoked several major concerns about the legislation; (1) that it is too comprehensive and too costly, (2) that it attempts to include areas not traditionally dealt with by public schools, and (3) that special education administrators are in a bind between compliance with the law and keeping costs down. These concerns were raised in Regional Review Board (RRB) Meetings and during Public Hearing on proposed changes in the 766 Regulation during the spring of 1975. The concerns about including young children in this legislation are that (1) they might grow out of their special needs without participation in programs, and (2) that early education programs are luxuries in hard times, and (3) that the age should

be raised to five years through twenty-one.

Very often LEA's are reluctant to utilize the resources outside their district. This includes the following example which typifies the response of one LEA towards providing a service to a young child. The LEA refused to send a developmentally delayed three year old child to a community day care center although a Core Evaluation Team prescribed an educational plan for the youngster which included peer group interaction. This example is only one of many which illustrates the reluctance on the part of the LEA to purchase a service outside the public sector. Such reluctance stems from both a lack of professional recognition for the field of early childhood education by school districts and from the positions espoused by the American Federation of Teachers. (Shanker 1975) Day care personnel have been and are still, predominantly viewed as caretakers of young children, and programs for young children are still largely seen as being play groups, custodial or artsy-craftsy by the public school staff.

The recognition of early childhood education as a field of expertise with a professional status still needs to be established in many communities. Special education legislation such as Chapter 766 has the potential for influencing the professional recognition or lack of it, given to the field of early childhood education. Those day care centers and

nursery schools which in the past consulted with the Department of Mental Health and the Department of Public Health concerning special needs children now refer the parents to the school system for services.

The information provided by staff members of the Regional Education Center in Springfield, and by the Region One, Help for Children, concerning complaints from parents identifies serious problems. The parents are confronted with non-helpful administrators and have to fight for their rights to ensure that the Chapter 766 procedures are followed. In all too many instances parents feel compelled to seek assistance from a Child Advocate from the Office for Children, to help push the public school system to act on behalf of the child. The day care, nursery school and private kindergarten teachers are also wrought with bureaucratic red tape when they try to help by including the child in their early childhood program.

If the law were implemented as written, the legislation should have created a smooth process for delivery services to the special needs youngster. Ideally this process would resemble the following; (1) the center teachers share their concerns about a child with the parents, (2) the parents request a Core Evaluation of the child, (3) the Special Education Administrator convenes a Core Evaluation Team (CET) made up of the parents, the child's teacher, and other professionals, (4) the CET meets to discuss the child's needs, and

to develop an appropriate educational plan, (5) from the educational plan the local special education administrator either develops a program within the school system, uses a collaborative resource site, or sends the child to a community day care center. If the community day care center or nursery school is already approved by Chapter 766, RRB, the LEA is reimbursed by the state at the center's established rate, which has been set by the Commonwealth of Massachusetts Rate Setting Commission.

In the case where the center has not been approved by the RRB, as a resource site, the service can be paid for by the school system until such time as the RRB approval is acquired. However, the parents or school may, at any time, choose to purchase the service of any program, with the knowledge that unless the program is approved by the RRB, and child's placement approved, no state reimbursement will be made to the LEA. The ideal situation is very manageable. However, when there is opposition or mild reluctance by the special education administrator to utilizing day care or private nursery schools as resource sites, the concept of integrated prototypes, that is placing young special needs children in regular classrooms, is weakened.

Other factors contributing to bureaucratic snags, which slow down the process of helping children include; (1) time periods not being met for a Core Evaluation Team, (2)

centers not being aware of the need to file a Resource Site application, (3) teachers not familiar with Chapter 766, and (4) Special Education Administrators who would rather use the Home Economics nursery school at the high school for in-district placement. Those and more, are typical snags throughout some communities for providing services to the young special needs child in Massachusetts.

Public school early childhood programs

Interestingly enough, although the professional integrity of the field of early childhood education is still being questioned, the teacher unions are actively supporting the expansion of the range of levels of the elementary teacher certificates to include younger children. In Massachusetts, several school districts have established their own pre-kindergartens. While the records of the Massachusetts State Department of Education show that 1900 children were enrolled in pre-kindergarten programs during the 1975-76 school year, a survey conducted by the Educational Commission of the States in 1975 indicates that 20% of Massachusetts communities provide pre-kindergarten programs. Whichever the case, the public school system is definitely increasing its efforts and preoccupation with the population of the four year olds in Massachusetts. While these children are attending programs designed for them, the teachers assigned to teach pre-

kindergarten are not subject to specific certification or supervision.

There exists, in Massachusetts, no special teaching certificate to teach this age child. A look at transfer records will show that in many cases elementary school teachers have been transferred from other teaching positions to teach the younger child. Some of the reasons given for these transfers include: (1) advanced age, (2) tenure, (3) poor teaching records, and (4) other local staffing problems. The concern of many early childhood educators realizing this trend is that teachers of young children need adequate preparation to work effectively with this age group. It is feared by many that reassignment of elementary school teachers without retraining, only perpetuates societal attitudes, and reinforces the condition of a non professional status for this teacher population.

The current enrollment decline in the schools, and economic problems of school districts, combined with the growing pressures from unions to preserve jobs for teachers, are factors which work to reinforce the reassignment of already employed public school teachers, experienced in other areas and fields, and limit the potential for employment for the trained and experienced early childhood educator. Consequently the extension downwards of the age group served by the public schools may not imply new positions for qualified

teachers, but rather, it may invite a perpetuation of the assigning of services to young children primarily for solving employment and economic problems. It is therefore important that a certification category for teachers of young children be established, and that teachers who on an interim basis work with young children, be required to undergo retraining. This is absolutely essential to ensure the Commonwealth that the teachers who are employed by public agencies, i.e. the schools, are capable of responding to the unique qualities of the three and four year olds who will be going to school for the first time.

This condition is equally substantiated by the development of early childhood special education programs as necessitated by Chapter 766. Thus the increasing demands on the LEA's for additional services, which in many areas are new services, designed to meet the needs of young children create problems of locating the necessary personnel, and have potential economic effects on the community child care problems.

Early childhood teacher certification

The crucial area of concern among early childhood educators, as represented by the Massachusetts Early Education Council (MEEC), is the quality of the programs which may be created due to the reassignment of teachers. The Council

has been active on the state level advocating for a certification category of early childhood. Its representatives have attended meetings of the Massachusetts Commission on Certification and have succeeded in persuading the Commission to accept a special category of certification. If this category is maintained throughout the public hearings and review period, then a major breakthrough for the professional recognition of early childhood education will have been achieved in Massachusetts. The certification category proposed would be developed so that a person with a certificate to teach three to nine year olds should demonstrate, through knowledge and performance the specialized skills and competencies required in that category by the regulations.

A general Level One, Early Childhood through Grade Five certificate, would not automatically allow teachers with that certificate to teach below the Kindergarten level. They must first, as previously stated, display adequate knowledge and skills determined appropriate to the teaching of children under six years of age. The law will then prevent unqualified individuals from being indiscriminantly placed in early childhood education programs within the public school system. The teacher unions will have to encourage actively the retraining of its members to qualify to teach the three to five year olds in the schools. Such developments will represent major changes from the current state of the art.

Community support of early childhood

Among the communities already providing pre-kindergarten programs, some are clearly recognizing the importance of early childhood education and the employment of qualified teachers. Those communities have established the young child's development and education as a priority and are now more equipped to provide integrated programs within their school system. These programs can and do provide the special needs three and four year olds with alternatives to total special needs classrooms, and help to keep bureaucratic procedures to a minimum.

In the communities where Title One programs for four year olds have not been established, the available resources for early education are largely to be found outside the school system. The department of Mental Health has for two decades provided Community Clinical Nursery Schools for young children with special needs. They have been and are still an important resource in the communities for special needs young children. In a similar fashion the Department of Public Health has established during the last eight years early childhood education prototypes across the state to integrate normal children with children who have special needs. These programs currently provide direct services to over three hundred children, and auxiliary services to another three hundred children annually. Both of these state agencies provide

services, and have been identified as resource sites for the Chapter 766 children.

The number and variety of early childhood education programs available in Massachusetts is potentially unlimited. However, there is a substantial gap between potential and actual utilization of the programs. As previously mentioned, better than 20% of all licensed early childhood programs in western Massachusetts, Region One, and all CCNS programs had received RRB approval as Chapter 766 resource sites. The number of these programs actually being used by local school systems is dismal. Some reasons as to why this is so have already been discussed.

Implications of Chapter 766 for young children

Children not previously enrolled in early education programs and not already identified now have legal rights in Massachusetts, specifically to programs which will meet their needs. The needs of a child identified through Chapter 766 are specified at a meeting of the Core Evaluation Team, which is made up of parents, teacher, special education administrator, nurse, and other professionals who have seen the child. It is the responsibility of the Special Education Administrator to locate a placement for the child as suggested by the Core Evaluation Team. In many cases, the child is placed in programs referred to as pre-kindergarten classes in which all

the children have special needs. This program model is essentially similar to the segregated special classes supported during the early history of special education in the United States. However the last twenty years of professional literature and program models have advocated program models known as integrated prototypes. It is therefore imperative that the Division of Special Education establish guidelines for limiting and hopefully preventing the expansion of isolated special classrooms for three to five year olds.

Faced with the alternatives of using community day care centers, the special education administration may choose to place the young child in a nursery school program sponsored by the local high school. Although such a placement might provide peer interaction, the abilities of the high school student to coordinate and provide a behaviorally objective education plan for a speech delayed four year old is questionable.

Whereas programs in high schools and special prekindergartens are being used to provide services, it is imperative that a mechanism for ensuring the appropriateness of such a placement be established. The problem of monitoring teachers and programs for young children in public schools in Massachusetts is unique and clearly the result of inadequate certification categories. However, the problem is further complicated when it is recognized that Chapter 766 approved

that early childhood education programs undergo several monitoring procedures. First, they have to be licensed by the Office for Children, Day Care Consultation and Licensing Unit. Many of the centers contract with the Department of Public Welfare, and are therefore subject to review by social workers and other professional staff of the Department. For the Regional Review Board Approval, they must submit detailed applications, which are reviewed by professional staff members of the Division of Special Education and the Regional Review Board. Site visits are made by representatives of the RRB and recommendations are made at monthly meetings.

Approved centers are thus familiar to and monitored by the licensing of the Office for Children and the RRB. These programs consequently receive more scrutiny of the services they provide than do the programs within the school system already identified. The inequality of concern with the kinds of places used to provide services for the young children with special needs is a great weakness in the legislation. It is an area of inconsistency that needs to be rectified. One possible way to see more consistent and appropriate programs develop is to expand temporarily the responsibility of the Regional Review Board to approve the placement of all special needs children below the age of six years, and to approve all programs in which such placements

are made, whether out of the school district or within the school system itself. The intent of this recommendation is to strengthen the consistency of the implementation of the programs desired under Chapter 766, that is, to provide educational opportunities appropriate to the individual child and to eliminate overly narrow and rigid special education programs. Such recommendation, although only "pie in the sky" recommendations, might equalize some of the attention paid to the programs offered young children through Chapter 766.

The likelihood of any substantive changes being made in the procedure for monitoring programs for young children within the school system is remote. If any changes in the legislation are to be made, they will most likely occur in the areas of streamlining procedures and in strengthening the power of the LEA's. The time and energy which would be required of Regional Review Boards and of Regional Offices of the Division of Special Education to monitor in-district placements of young children with special needs is not feasible at this time. For the reason alone it is unlikely that any changes will be made in that direction. However, much more crucial to the proposition of monitoring is the power of the LEA's and established autonomy of the school systems. More than any other public agencies, the LEA's resist scrutiny of their professional decisions. The hope of ensuring

compliance with Chapter 766 in all areas of education hinges then not only on the efforts of the CET, the RRB, and the Regional Advisory Committee, but as never before on the interest of parents, community groups, and teachers. (Scribner 1975)

Massachusetts' comprehensive Special Education Law, Chapter 766, was revised in October of 1975, with detailed policies and procedures to be followed in the implementation of the law. The major point concerning the implementation of Chapter 766 is that of local governance. It is the local school system which can most effectively and efficiently deal with the needs of its citizens. It is the single public agency which is prevalent in every community and which will ultimately have the highest frequency of contact with the children of Massachusetts. It should consequently be the agency with major responsibility for service delivery and coordination of services to children. The problems which develop when discussion services to young children have already been elaborated upon, but basically amount to a lack of collective readiness by all LEA's to develop programs and services to young children.

Early Childhood State Plan

The authors of the Early Childhood State Plan, Dr. Marion Hainsworth and Ms. Ruth Ann Rashold, recognized the

problems of placing the school system in charge, however their commitment to change prompted the creation of a State Plan for Early Childhood Education services.

In December of 1975, this plan was submitted to the Commissioner of the Massachusetts State Department of Education, and approved by the Commissioner in February of 1976. The plan was thus submitted to the Bureau for the Education of the Handicapped as a formal request for funding through title six. The State Department of Education was eager to implement the plan, however, it was not until May of 1976 that the nationwide search for a state coordinator was started. The search and interview procedures further prolonged the process and the State Coordinator, Charlene Imhoff, assumed the position in late September of 1976. As of December 22, 1976 she was still working to establish familiarity with the agencies and early childhood services available throughout Massachusetts. The goals and timetables initially proposed in the State Plan were thus substantially modified. How does this information relate to the problems faced by early childhood educators, most of whom are outside the local school system? This is specifically the question posed during a series of meetings with steering groups of the five Consortiums of Early Childhood Educators in western Massachusetts during the spring of 1976. In February 1976, information concerning the Early Childhood State Plan began to filter

out to the consortium groups via the Region 1, Early Childhood Education Consultant. This information consisted essentially of presentations of the contents of the State Plan to the early childhood practitioners in western Massachusetts, and clarification of some of the potential implications.

The plan involves essentially three major components, (1) Rationale and Supporting Research for Early Intervention, (2) Organizational Development and (3) Identification and Service Delivery Process. Perhaps the single most outstanding reason for implementing Early Intervention Programs encompasses the fact that it is estimated that there are in excess of 55,000 children from birth to seven years of age with Special Needs in Massachusetts. The cost of life time residential care for a person with special needs is estimated to exceed 500,000 dollars. (Conley 1973) The financial consideration is important as it is maintained that the more restrictive and specialized an environment, the more costly the service. Thus less restrictive more integrated programs logically diminish the life time cost to the state. (Hodges et al. 1971, Weikart 1974)

Recent legislation in Massachusetts, including Chapter 766, Office for Children, and Abuse and Neglect regulations have served to financially strain both state and local agencies. However, as with all new programs the short term start up costs are not to be confused with long term costs.

The financial strain is however a serious consideration as the Early Childhood State plan proposes extending the provisions of Chapter 766 to cover birth to three years old, despite the financial strain already placed on schools by Chapter 766. The intent of this plan is very clear as to its goals; to provide all children in the youngest age group the services appropriate to them through the local public school. The Plan thus poses a threat in the not too distant future to proprietary and public early childhood education centers, and seriously jeopardizes increased efforts by private individuals to provide for profit early childhood education services. This clearly establishes the way for early childhood education's becoming a job for the Public Schools as advocated by Albert Shanker in September of 1974, and supported by the AFL-CIO Executive Council in May 1975.

Massachusetts has thus, through the Early Childhood State Plan, Chapter 766, facilitated local initiative by the LEA's to change the sponsorship of early childhood services to the public schools. Already the staff of the CCNS programs of the DMH are involved with retraining for those teachers who will remain on the DMH payroll, rather than teach in Chapter 766 early childhood programs. It is anticipated that by September 1977, the majority of DMH sponsored CCNS programs will have been transferred to LEA authority. The early childhood educators currently working in these pro-

grams have been in some instances requested to join the teaching staff of the public school, others who have not received such offers are involved with inservice training to become birth to three year old, early childhood identification team members.

The Early Childhood State Plan is likely to eventually touch these teams as well, especially within communities where the LEA has decided to implement comprehensive identification and intervention programs for all children. Meanwhile, the people whose turf is most threatened are the teachers of young children in Head Start Programs. They may lose their special needs children to the LEA's, thus seriously jeopardizing their federal mandate for 10% enrollment of children with special needs. Another group seriously threatened is the group of teachers in the DPH Child Development Programs. According to Nancy Reid, director of the East Mountain School, the services they provide are relatively costly, equalling 200,000 dollars for forty per children per year. This cost factor along with the lack of teachers ready to work with the multipal handicapped children within the public school will slow the LEA's move to take responsibility for these services. However, as screening and evaluation of very young children (birth - four) should be designed and carried out with some consistency, it is the school personnel and parents who will later screen the child for entry

into the kindergarten who should conduct this initial screening.

Who at the school level should be given the responsibility for early childhood education? The local school system will appoint an Early Childhood Coordinator, whose responsibility includes program development and maintenance for children birth to seven years of age. For follow up services the local Early Childhood Coordinator may assign a Family/Child Specialist to deliver the appropriate services or arrange for other human service agencies to provide the service. The implications of the Early Childhood State Plan are very clear to the Consortiums of Early Childhood Educators of western Massachusetts. Eventually public schools will provide early childhood education programs in Massachusetts. What then will happen to them? Those early childhood teachers with baccalaureate degrees may benefit from new positions; teachers with many years of experience and many inservice workshops and courses, but no degrees, will have difficult times and will not be recognized as professionals within the public school system.

Head Start and other compensatory programs which do not provide all day care will have to seek new avenues for the staff, which in many cases still have to complete course work towards a baccalaureate degree. However, the teachers of these programs are more likely to complete their degree

work in Early Childhood Education due to the Child Development Associates program and incentives provided them through previous inservice training efforts. The group which is most severely affected by this document is clearly the early childhood educators who either own or are employed in one of the 800 early childhood centers under proprietary sponsorship. Is this the beginning of the end of free enterprise child care in Massachusetts? If so, what needs to be done to make the transition from a nonprofessional status among early childhood educators to a system of public school authority and consequent professional status? The transition will undoubtedly take time, meanwhile what provisions should be made for the members of the proprietary early childhood teacher population? They must be included in an organized professional group of dissemination efforts and collaborative inservice training. Without such inclusion Massachusetts stands to lose many excellent teachers and resources for young children.

The following chapter will describe the implementation of a model designed to provide coordinated interdisciplinary early childhood inservice education to the programs of western Massachusetts. Through this project, the various teacher groups and other professionals concerned with the lives of young children will have the opportunity to be informed, develop collegial relationships, and also have the capacity to exert their interests on the developments affec-

ting their professional lives. The historical perspective and review of the literature, along with a detailed account of the conditions currently affecting early childhood educators in Massachusetts has been provided as a framework through which to understand the significance of the following chapter.

C H A P T E R I V

INSERVICE APPROACH FOR EARLY CHILDHOOD EDUCATORS

This chapter will present a model which is intended to assist the early childhood teacher population in meeting some of the needs identified in the previous chapters, specifically the problem which revolves around the need to develop professional recognition and esteem. The approach utilized to respond to these needs is contingent upon the development of a system of coordinated inservice opportunities. The model proposed has been designed and implemented in a selected geographical region, namely western Massachusetts. The region has characteristics which are common to many other areas, for example, urban, suburban, and rural communities and a geographical area which includes valleys, mountains, and farm lands. In western Massachusetts the opportunity for inservice staff development experiences has been limited for early childhood educators to individual, center oriented programs. This project proposes a process which increases the staff development opportunities for teachers of early childhood education programs throughout the region.

In the past, the Commonwealth of Massachusetts, through the Day Care Consultation and Licensing Unit, (DCC&LU) of the Office for Children attempted to provide assistance to the

early childhood programs on an individual center basis. In 1974, the Office directed an Early Childhood Education Consultant to work with the programs in western Massachusetts to provide technical assistance, staff training, and program evaluation as needed. However, few guidelines as to how to proceed or with what authority were provided by the Office. The Consultant was clearly not a licensor in the sense of having the authority to issue or revoke licenses to operate an early childhood program, however he had to work within this unit to determine staff qualifications for all head teachers and directors of programs within the region. This duality caused many directors and teachers to perceive the consultant as a representative of the policing unit of the state. This role placed within the licensing unit complicated the development of relationships focusing on helping and trusting behaviors.

The territory for which the consultant was responsible is bordered on the north by Vermont, on the south by Connecticut, to the west by New York, and to the east by the eastern basin of the Connecticut River Valley. Within this area are located cities and towns such as Springfield, Amherst, Holyoke, Northampton, North Adams, Pittsfield, Goshen, Westfield and Great Barrington. These communities range in size from populations of several thousand to over one hundred sixty thousand, as typified by Springfield, the

second largest city in Massachusetts. Several of the towns are college towns; Amherst is the most densely populated college town, with the University of Massachusetts, Hampshire College, Amherst College and a large professional population included to create a very cosmopolitan town.

The communities around Amherst are largely farm communities which have been affected by the expansion of other education facilities and increasing professional facilities during the last ten years. To the south of Amherst, the density of the population increases with the cities of Holyoke, Chicopee, and Springfield creating the hub of the highest density population in western Massachusetts. Holyoke is an urban center, basically an industrial city, the population is a mix of long established families, Irish, French Canadian, Puerto Ricans, Blacks and has in the last decade suffered from high unemployment, and numerous social problems among the various ethnic groups.

West of Holyoke and up into the foothills of the Berkshires lies a little town of Goshen. It is another example of the variety of communities to be found within the Region One area. Goshen is a hilltown which has one alternative school - day care center operating within its boundaries. This school was started in 1974 primarily through efforts of a growing number of fleeing urbanites. To the west of Goshen lies the Berkshire mountain range, which characteris-

tically includes a predominance of small mountain towns and villages. However, this area also includes the cities of Pittsfield and North Adams and provides a rich variety of educational, cultural and child care programs. The western Massachusetts, Region One Human Service Area, is heterogenous, and the social and economic mix of the region is equally diverse. These factors contribute to the rationale for the selection of this region for the implementation of effective early childhood education consultation. The large distances and the number of programs served (98 initially in September of 1974, eventually 178 by December 1974) made direct contact and efficient technical assistance efforts difficult to sustain. Thus in an effort to maximize use of this position, several assumptions about helping behaviors, inservice education and organizational management were used to generate a new modus operandi for the Early Childhood Education Consultant.

The following assumptions, extracted from Roy Edelfelts' paper "Inservice Education: The State of the Art," are specifically repeated here as they are key assumptions supporting the rationale for the design of the delivery mode used in this project.

1. School based experiences will be more successful than college based experiences.

2. Teacher participation as helpers to each other and planners of inservice activities will be more successful than programs planned for them by outsiders.

3. Experiences which emphasize self instruction are more desirable to teachers.

4. Programs which involve the participants in an active role (constructing and generating materials, ideas and behaviors) are more desirable than programs which place participants in a recipient role.

5. Programs which emphasize demonstrations, supervision trials and feedback are more likely to accomplish goals than are programs in which teachers are expected to store ideas and behavior prescriptions for a future time.

6. Experiences which encourage participants to share and provide mutual assistance for each other are more beneficial for meeting the objectives of the workshop than individuals working alone.

In order to effectively work with these assumptions, the behavior of the Early Childhood Education Consultant had to be consistent with the beliefs that people working with young children are teachers, and that these teachers are: competent, desire inservice training, that they want outside help to organize, want to share their knowledge, and that they want to seek a process through which to share their skills. These beliefs and assumptions necessitate the development of consistent behaviors which are essentially process oriented, facilitating and helpful. Thus in order to develop a process which would respond to the working assumptions about inservice education, and also respond to the beliefs about early childhood educators, program objectives had to be established.

The specific objective of the consultant involved with this project was to organize early childhood educators

throughout the region in an orderly and efficient way so as to provide them with the opportunity to

1. communicate between public and private centers.
2. develop collegial respect and rapport.
3. develop school based inservice education, workshops and courses.
4. increase their visibility in the community.
5. increase the number of teacher contacts through workshops.
6. develop a system which enabled teachers to organize and provide for their own inservice needs.
7. deal with current issues in early childhood.
8. create an atmosphere which encourages teachers to take charge.
9. engage in peer learning.
10. identify local leadership potential to ensure continuity and renewal.

These goals were established by the consultant to assist in the development of the project. The order of importance is not linked to the numerical sequence, and the goals are flexible to allow group decision making to alter ideas as necessary. In fact, what was ultimately accepted by the members of the five different Consortiums is very similar to the objectives stated above. The consortiums, however, preferred to have a specific set of goals for their steering meetings, and another set of goals for the workshops. Thus two sets of goals were used to guide the project, and the interaction behaviors of the consultant. Copies of the goals

are included in Appendices C and D, and will be elaborated upon later in this chapter.

The procedures used to obtain these goals were selected from the models presented in the change agent literature, the helping relationship literature and organizational development literature discussed in Chapter II. The work of Ronald G. Havelock as specified on pages 53-55 was specifically helpful in designing a model for use in western Massachusetts. The following six stages adapted from his work characterize the approach used in this project: Relationship, Diagnosis, Characteristics, Linkage, Evaluation, Self Renewal. These stages will be further elaborated upon through the case study application of the approach. It is important to accept the assumption that an efficient organization of this particular population requires an outside change agent. This individual is identified in this project as the Early Childhood Education Consultant with the Day Care Consultation and Licensing Unit of the Office for Children. He is perceived as an outside change agent as he has the advantages as outlined earlier by Havelock of: (1) starting from scratch, (2) having more open perspective, (3) being more independent, (4) bring a certain newness. Concurrently the position enabled the consultant to recognize the limitations normally accepted by change agents, specifically: (1) being an outsider, (2) lacking knowledge of language and norms, and (3) not caring

for the system. The recognition of these restraints served to further specify the initial goals of the Early Childhood Education Consultant, that being to establish a relationship built of acceptance, trust, concern and knowledge.

In order to further organize and to develop this approach to early childhood inservice education, a management system was designed. The system identified a basic two step, linear approach to dissemination, whereby the consultant met with steering groups, and with larger workshop groups. Each step had clearly defined goals and consequently served different functions (Appendices C and D). The region was however too large to work with one total group; consequently the region was divided into six different areas: Berkshire County, Franklin County, Hampshire County, Holyoke, Greater Westfield, and Springfield. Five of these areas were selected by the consultant as areas to work with for the implementation of the project. The sixth area, Springfield, was not ready for inclusion in the project as it was previously licensed by the Springfield Board of Health and required much work primarily focusing on basic licensing standards to bring the centers into compliance with the regulations.

In western Massachusetts the cluster system, (a group of centers within a geographic area) includes teachers and child care workers from twenty to forty early childhood edu-

cation programs in each of the five organized areas. In addition to teachers and child care workers, other professionals from agencies which work with young children are invited to participate in the consortiums. The consortiums differ from area to area, but have to some extent adopted similar attitudes towards the inclusion of public school kindergarten teachers; that attitude is to begin to develop relationships with this group of early childhood educators, but to do so primarily through the workshops they organize. The steering meetings have come to be perceived by the participants as invaluable information sharing, and trust building times which are desperately needed by the early childhood educators not affiliated with the public school systems. Thus, while the consortium areas, and the number of centers, differ, they share common interests. The following list identifies the five consortium areas, and specifies the number of licensed programs located in each. (See also Appendix B.)

I.	Berkshire County	40 centers
II.	Franklin County	20 centers
III.	Hampshire County	18 centers
IV.	Holyoke Area	30 centers
V.	Greater Westfield	25 centers

The sponsorship of these programs vary, but approximately 60% are proprietary, twenty percent philanthropic, fif-

teen percent totally or substantially funded by public funds, five percent either cooperatives or laboratory schools.

The Consortium of Early Childhood Educators in the five areas include members of the following professional groups:

Community Social Workers
Public Health Nurses
Children's Librarians
Teacher Trainers (Community Colleges, University of Massachusetts)
Public School Teachers (Pre-Kindergarten and Kindergarten)
Parents
DMH Clinic Social Workers, or Mental Health Technicians
DPH Therapists (Speech, Physical)
Teachers of Early Childhood Programs
Other Specialists (Home Extension Services)

The individuals represented in these groups all have the potential of interaction with young children. The intent of this project is thus to develop a process which would include the expertise of these people in the design of an in-service system. The total budget for successful implementation of such a project would not exceed, (based on actual cost of this project) $25,000/year. This figure included competitive salary for a coordinator, travel reimbursement for workshop leaders, mailings, refreshments and telephone expenses. An elaboration and clarification of the events which occurred during each of Havelock's six stages used to

implement this system throughout western Massachusetts now follows.

Relationship

The first stage of the model consisted of extensive travel and many informal meetings with teachers and directors of early childhood education programs. The four month period between September and December 1974 consisted of meetings and interviews with individuals representing the teachers and directors from the one hundred and forty early childhood education programs throughout the five areas. The interview techniques followed the recommended "helping skills for understanding" suggested by Brammer. The behaviors of attending to the interviewee, listening, clarifying and summarizing were used so as to ensure that information was accurately understood.

The interviews accomplished the following: (1) helped to identify possible leaders, (2) helped to establish a rapport with selected teachers, (3) attempted to identify and clarify the role of the consultant, and (4) attempted to identify issues that concern teachers in western Massachusetts. Throughout this informal relationship stage, several areas of interest were identified. It became quite clear that while most teachers sought opportunities to share and to discuss common concerns and ideas with other teachers, many

teachers felt that they had either no means to develop such relationships, or had no support from the system to make such efforts on their own. This information and the developing relationships provided the consultant with sufficient data to warrant the development of a formal process of needs assessment. The needs assessment process will be elaborated upon during the discussion of the next stage.

Diagnosis

The result of the relationship stage consistently revealed that most teachers sought opportunities for interaction with other teachers to share and discuss common concerns and ideas. Many teachers indicated a desire for a combination of formal sharing and content oriented workshops which would help them in their classrooms. This need has already been confirmed as a need common to many teachers. (Edelfelt, NEA, 1974) Some specific workshop topics recommended by these teachers include the following: Understanding Children's Behaviors, Discipline in the Classroom, Early Childhood Special Education. Curriculum Planning, Cooking with Children, Science Activities, Woodworking, Reading Readiness Skills, Family Day Care Programs, Films and Discussions, Infant-Toddler Programs, Planning Indoor and Outdoor Environments for young children, and Bilingual Education in Early Childhood Programs.

In addition to these specific suggestions, one theme which prevailed throughout the interviews, and which reinforced the assumptions of the consultant was the intensity with which people requested organizational assistance. The pertinent data gathered throughout the Diagnosis Stage reveal that the early childhood educators of western Massachusetts sought assistance with: (1) Organizational Development, (2) Coordination of meetings with interesting topics, (3) Developing evening workshops, and (4) Creation of sharing opportunities.

Characteristics

With these needs further defined, and the initial input assessed, a formal Needs Assessment Questionnaire was developed and mailed with an accompanying letter of introduction to one hundred and twenty licensed day care centers and nursery schools in the region (Appendix A). The questionnaire was formulated with the purpose of having some frame of reference for the planning of specific workshops. The workshops were seen as the most feasible way to begin responding to some of the needs, specifically the need for having meetings with interesting topics and ample time for sharing. The questionnaire also served to assess the time and day preferred for workshops, as well as to gather information on the distance people were willing to travel to attend workshops.

This was an important point, especially given the area divisions which were created by the consultant. The information asked on the questionnaire also served to establish a sense of commitment to a needs-responsive framework for organizing inservice opportunities in the Region. A copy of the questionnaire is found in Appendix A. By January of 1975, seventy-one percent of the questionnaires were returned and collated according to cluster areas. The information collected from the questionnaire was graphed and tabulated by area in order to obtain a specific count as to which workshops were most immediately desired in each area. The workshops were then organized according to these responses (Appendix B-1). Some of the more outstanding results of the tabulation demonstrated the high degree of concern for Reading Readiness expressed across the cluster areas. The following workshop topics were also indicated as highly desirable: Behaviors and Discipline in the classroom, Early Childhood Special Education, Science Activities in the Curriculum, Cooking with Children, and Planning Indoor Environments for Young Children. These choices in topics were surprisingly close among the various groups and thus led to some very close tabulation for identifying the specific needs. The selection of the first workshop was determined by the responses collected from the questionnaire. A series of workshops was then planned for the spring of 1975 throughout western Massachu-

setts. The first workshop was a Reading Readiness Workshop given in Consortium Area I, Berkshire County on March 6, 1975 (Appendix D).

The second workshop of the series was designed to respond to the needs identified in Consortium Areas II and III, Hampshire and Franklin Counties. It was hosted by the Village Nursery School in South Deerfield on March 13, 1975 to allow teachers from both consortium groups to attend. This workshop was more didactic than the workshop presented in the Berkshire County area and there was less time available for active participation by the teachers attending. This change in format was due primarily to the problem which arose when more people attended than had been anticipated, and the space restricted the movement of a large number of people. Other workshops offered during the spring/fall of 1975 are listed in Appendix H. During this period, the Regional Early Childhood Consultant met with representatives of each Consortium area to further assess the needs of their groups based on the initial needs assessment questionnaires and the information gleaned from the evaluation forms, and feedback from the workshops. These meetings were coordinated by the Early Childhood Education Consultant throughout the spring, however the workshops initially coordinated by the consultant began to be coordinated locally during this time and served to reinforce the needs-responsive characteristics of the in-

service efforts. Having completed the first phase of the process, concern for implementation was expressed through the next stage.

Linkage

Once a workshop topic was selected for each of the five areas, arrangements were made with day care centers which had previously indicated a willingness to host workshops. These sites had been visited during the four months of initial contacts and were evaluated as to their potential for hosting a group of thirty to fifty people.

During the planning stages for the series of workshops, from November 1974 to February 1975, meetings with other Early Childhood Educators in each area had been initiated, and attempts to identify resources for future collaboration on workshops were made with the Home Extension Service, the Department of Mental Health, the Department of Public Health, the Department of Education, local higher education institutions, professional associations, and individuals with skills in early childhood education. These meetings developed an interest in a steering group concept in each of the cluster areas, and thus helped establish a local decision making group representing the early childhood educators in that area. These groups became the organizational steering groups of each workshop area, and are considered the dissemi-

nation group for the area, to help with the diffusion of new legislation affecting their field, and to share new books, or resources. These groups work to further develop resources, and to identify new topics pertinent to each such workshop area.

The planning of the first workshop given in Pittsfield involved collaboration with a doctoral student from the Integrated Day Program at the University of Massachusetts, Annette Lieberman. Her skills in implementing a variety of learning experiences during a workshop of Reading Readiness provided participants with an opportunity for gaining knowledge through a combination of a lecturette, a brainstorming session, problem solving, and a definition of next steps. The planning and execution of the first workshop was instrumental in assessing whether the established goals were realistic, and whether the assumptions about learning and inservice education were applicable in this instance.

The workshop was designed to be held in a day care center, and located not more than thirty minutes drive from any other center in the workshop area. The workshop was planned to involve the teacher participants through discussion, brainstorming and self instruction techniques. The teachers were thus placed in an active role throughout the evening. This framework was established to respond directly to the assumptions about inservice education state on page 106, as

extracted from Edelfelt's paper.

The following is a list of considerations made in the organization of the workshops:

1. Identify the needs of the population.
2. Identify resource persons willing to donate time.
3. Establish limits of travelling time to workshop locations.
4. Locate suitable housing for workshops.
5. Establish group concensus as to workshop time i.e. a.m., p.m. and weekend.
6. Prepare Annual Calendar of workshops as determined by needs assessment questionnaire results.
7. Format for each workshop.

The strategies which contributed to the success of this program include the above mentioned considerations. Moreover the following elaboration of the format for the workshop was essential.

1. Start on time.
2. Brief Introduction of the workshop by the coordinator.
3. Forty-five minutes of dealing with workshop topics through either lecturette, group discussion, brainstorming, small group meetings, role play, hands on experiences, slides or films.
4. Break 20-30 with refreshments for people to have ample time to establish contacts, relations, trust, with the help of identified consortium leaders.
5. Further elaboration of workshop topic 30 minutes.
6. Summary of workshop 15 minutes.
7. Conclusion to evening including evaluation of work-

shop. Announcements concerning future workshops, legislation affecting child care, and sharing newly identified resources, i.e. books, films, magazine articles.

8. Workshops leaders be prepared to stay and continue discussion with participants 60 minutes.

Evaluation

During the planning of the first workshop with Annette Lieberman, it was agreed that a system of evaluation would be most helpful to the organization and to the planning of future workshops. An initial evaluation tool was designed, see Appendix E, with the intention of obtaining specific information concerning the format of the workshop. For example, was it needs-responsive? Did it not only permit but encourage active participation? Was it the kind of workshop that the participants actually wanted? The initial evaluation tool was very subjective and thus very difficult to score and to use for further workshops. A scoring system was nevertheless developed, see Appendix F, and thus the evaluation was able to serve in a way that enabled the workshop coordinators to feel somewhat positive about the workshop. Attempts to score the information asked for on the evaluation form for Workshop #1 were however frustrating. The information which was collected and scored from this evaluation is available in Appendix F.

Through the scoring system devised for workshop #1, some general statements can be made. The participants of workshop #1 were satisfied. In fact 79.8% of the participants described how their needs were met. The following examples of comments reveal the extent of satisfaction:

> It reinforced in mind that all (or most) learning skills are interrelated. Also appreciated the opportunity to get together with old friends.

> Our group was able to get into different groups for discussions so that we could later share our information and discuss what we felt would benefit our center.

> Most enlightening program, format was well presented and much enjoyed. I feel that this was a good beginning and hope that there will be more workshops set up.

Despite the obvious problem of not knowing exactly what the individual's purpose for attending was, some interesting information was gathered. This information was helpful in providing information about the future desires of participants to attend workshops; eighty-eight percent of the participants indicating that they would positively be willing to attend future workshops dealing with issues in Early Childhood Education, one person or four percent saying they would not attend, and eight percent not responding to the question. That enthusiasm generated the planning of another workshop for the Berkshire County Consortium Area during the spring.

Through the use of a more quantitative approach to evaluating workshops, information was more readily collected and tabulated. This more quantitative evaluation form included in Appendix G has been very successful in providing information to either support or to modify the nature of other workshops. It is generally felt by the workshops coordinators that the evaluation forms used in the workshops help to provide a constant check on the satisfaction of the participants, and to ensure that the workshop respond to their needs both as to content and structure. The evaluations were never intended to serve as an instrument for measuring change in teacher behaviors.

If we recognize the early phase of relationship building within the context of the Change Agent's Role, and if we accept the need to develop trust among diverse groups of people, an instrument measuring changes in teacher behaviors would only serve to sabotage the project at this time. The evaluation forms were thus designed to serve as process and self evaluation tools.

The evaluation forms used in the workshops are essential to the project as the information available on each workshop provides a constant check on the satisfaction of the participants and on their willingness to continue with the format, and on their evolving needs and interests for other workshops. The results of completed evaluations from several workshops

were instrumental in planning and organizing an annual schedule of inservice experiences which attempt to respond to the expressed desires of teachers of early childhood education programs in any region.

Renewal

The formation of five working workshop areas within western Massachusetts has made it possible to create a coordinated system for offering workshops to teachers of young children. The workshops are offered in an attempt to meet the demand for staff development opportunities among the teachers from early childhood education programs in the region. The content and structure of each workshop are organized to involve the participants in a variety of learning experiences and to attempt to utilize the individual knowledge and experience of each participant.

The renewal aspect of the model is reflected by the local decision making bodies, and have taken charge of the steering meetings, and the workshop planning and coordination. Only with the carefully organized meetings, and by using the behaviors extracted from the literature, has it been possible to enable early childhood educators to work together to further their professional relationships and to coordinate inservice opportunities for their peers in each cluster area. The approach utilized in this specific region is designed with

consideration to organizational development, individual needs and well founded assumptions about learners involved with inservice education efforts, and thus represents a viable model for organizing inservice efforts for early childhood educators anywhere. This project was initially activated by forces of supply and demand, as many requests were made by teachers for workshops and many resource people willing to conduct workshops were identified. As of now, the abundance of talent in this region indicates that the region will never run out of resource people to conduct workshops. There is however a great need for a project coordinator to continue to process the wealth of materials and evaluation results which are generated from the workshops.

Conclusion

The demand for learning experiences displayed by teachers of young children in western Massachusetts speaks strongly in support of some mode for delivering inservice teacher education to this population. Currently the most practical and viable approach to this need is to present a series of cluster workshops throughout the region and to assess the continued demand for this format. One very desirable aspect of this approach to inservice staff development is the enthusiasm and genuine interest of the participants in sharing their abundance of knowledge and skills.

Such a process, especially designed with the results of identified needs is highly endorsed in the literature on Inservice Education.

The needs assessment process established in this project was an ongoing one which started during the Relationship stage and became formalized through a questionnaire at the third stage, Characteristics. The process was very informal during the Relationship stage as the objectives at this time were to develop rapport and trust with the teachers in the region. During the second stage, Diagnosis, the information, informally gathered throughout the Relationship period, was assessed and used to design the needs assessment questionnaire which is included in Appendix A. The form sought information concerning the potential number of teachers interested as well as their preference for workshop topics. The topics listed in the questionnaire were provided by the teachers interviewed throughout the Relationship stage. The needs-responsive framework was thus used not only to determine workshop needs but also to develop the form for tabulating the highest priority needs of the region. More detailed information concerning the needs assessment questionnaire is found on page 115.

The results of the priorities of each cluster are included in Appendix B-1. After working with the January 2, 1975 Needs assessment for $1\frac{1}{2}$ years, the area representatives

of the five consortiums modified the form and designed the needs assessment questionnaire included in Appendix L. This form was handed out to each participant at the end of the second series of workshops in each of the five areas. The results were given to the new area coordinators to help plan the third year of workshops based on teachers' needs. The revised needs assessment questionnaire was more specific as to the topics proposed as well as being broader in scope, by including such topics as Health, Parent-participation, Nutrition, legislation and Screening Issues.

These topics clearly display a broader view of the field of early childhood education than those topics listed in the first needs assessment form. The initial form was much more focused on the "survival" in the classroom kinds of topics. The second form indicates a growth in the awareness and acceptance among some early childhood educators to include more knowledge from other disciplines. Thus the change in these two needs assessment forms reflect the importance of an eclectic approach to inservice education for early childhood educators.

In addition to serving some real needs based on formalized need assessment, the project also stirred new interest among community college faculty and professional organizations, especially as the project was an example of how they might proceed to organize their inservice efforts. While

the local decision making responsibility, and planning were designed to be ultimately the responsibility of the early childhood educators within each Consortium Area, this factor also has some potential negative effects, and should be clearly understood. The lack of a formalized attachment to an educational institution, or a public agency is a long term drawback to this specific project, primarily, as such an attachment would ensure long term sustained development of an inservice education program. Another weakness is the already stated limitation of pre-test and post-test capability of teacher competence, there was no evaluation mechanism designed to determine the amount of teacher change as a result of attendance at the workshops.

The evaluation stage was designed to provide the means for determining whether each workshop responded to the needs of the participants both as to content and structure. The first evaluation form (discussed on page 121, see Appendix E) was modified after one workshop. Some of the difficulties in scoring this evaluation involve a certain amount of subjective judgment to be made in the tabulation. These judgments may well be legitimate, but have the potential of reflecting a possible bias.

The general subjective kinds of questions asked on the evaluation form allow participants to express their opinions, but do not establish a concensus on the objectives

of the participants. It is difficult, therefore, to determine the objectives of the participants, consequently making conclusion more difficult to reach. It is recommended that future questionnaire evaluation forms be specific and at least ask the question, "What are your needs?" or else state specifically the objective of the workshops, and then ask the questions with respect to such goals.

The evaluation form for Workshop #1 can generally be described as qualitatively informative, but quantitatively impractical. The first four questions, which were anticipated to be easy to score, became burdensome and required the reader to make judgments based on interpretation. Question #5 was found to be unnecessary, as the information was neither informative nor helpful to the workshop leaders. Question #6 was helpful and informative and will be used again and question #7 substantiated the results of the Needs Assessment Questionnaires. Question #8 was also helpful, but in reading the responses it was determined that offering specific choices would be easier to score. The assessment made of this evaluation form led to the development of a new format. The new form was developed with the assistance of Annette Lieberman, Bertil Liander, and Masha Rudman. The new format utilized a combination of qualitative and quantitative questions, and maintained the questions which were useful in assuring the coordinators that the workshops remained

needs-responsive. A copy of the new workshop evaluation form is located in Appendix G.

It is however difficult to ignore the facts that large number of early childhood educators attended lengthy evening workshops despite the weaknesses mentioned on page 128, and that during the year, 1974-1975, over 400 teachers attended by choice a series of fifteen workshops. This enthusiasm deserves to be recognized by some formal institution of higher education, at least in a way that would provide credits for sustained participation in the workshops by those teachers who desire credits towards a degree. Clearly not all participants of the workshops would be interested in the credit system, but it might be a useful service for many who are looking to obtain state certification. Plans for such an arrangement were negotiated with several institutions of higher education, and in fact materialized with both Berkshire and Holyoke Community College establishing a system whereby participation in a series of workshops would earn college credits. Other plans to link this project with the University of Massachusetts were pursued; however given the diversity, the geographical distances and the problem of labelling teachers either pre-service or inservice, problems are created which are difficult to resolve. For a University, for example, to perceive non degree students as inservice, when they have yet to obtain their baccalaureate degree is to cre-

ate problems. The early childhood educators are a minority group and need special consideration to provide them with the opportunities available to other teacher populations, thus the inservice planning of community colleges and universities should respond to the unique characteristics of this group of teachers.

The current social and economic conditions of the decreasing school age population and increased teacher supply is seen to have serious ramifications on the future of the already trained early childhood teachers. New legislation in Massachusetts, such as Chapter 766, has already put a new and serious demand on more programs for young children, and will undoubtedly continue to do so as the law becomes increasingly operational and more families entitled to services demand them. These conditions and the lack of a well defined system of credentialing teachers in early childhood education create the necessity of increasing the staff development opportunities for those teachers of early childhood education programs who seek to continue and improve their skills. This approach to inservice staff development through cluster workshops will help to provide the teachers with the necessary experiences and will also provide a forum for dealing with the social, educational and economic changes that may directly affect their profession.

The regional approach to organizing staff development opportunities is one way of providing coordinated multidisciplinary inservice education to early childhood educators. The approach described in this Chapter has been implemented, and credits its success on the needs-responsive components established by the six stage model.

The model used to develop the needs responsive self help regional approach consists of Havelock's six stages: Relationship; Diagnosis; Characteristics; Linkage; Evaluation; and Renewal. These stages guided the implementation of the regional approach for multidisciplinary early childhood inservice education. The following outline summarizes the behaviors and objectives of each stage.

STAGES	BEHAVIORS OF CONSULTANT	OBJECTIVES OF STAGE
RELATIONSHIP	Listening clarifying summarizing	identify issues establish rapport identify and clarify roles identify potential leaders
DIAGNOSIS	listening listing summarizing	assess information specify next steps
CHARACTERISTICS	writing designing collecting collating	specify workshop needs specify physiological needs identify meeting places establish workshop dates
LINKAGE	planning announcing coordinating listening summarizing	implement workshops respond to acquired information match resources with needs

STAGES	BEHAVIORS OF CONSULTANT	OBJECTIVES OF STAGE
EVALUATION	communicating collecting designing assessing	develop evaluation instrument assess the instrument tabulate collected evaluations
RENEWAL	listening clarifying summarizing letting go	self actualization of groups self governance and management regional linkage

The implications of this model, and the approach to designing staff development opportunities on a regional scale will be discussed in the concluding chapter.

C H A P T E R V

STATE OF THE ART

The conditions affecting the professional lives of early childhood educators are similar to those conditions which have historically affected the professional lives of all teachers. The conditions of teachers' professional lives in general have improved with the development of credentialing, professionalization, unionization, and planned in-service education opportunities for teachers of the public schools. The conditions of the early childhood teacher population have not however kept pace with the improvements realized for the professional lives of other teacher groups. The teachers of young children are currently the largest teaching group which has yet to benefit from the favorable conditions afforded other teacher groups.

The responsibilities of early childhood educators have increased during recent years. This is partially attributable to the knowledge explosion within the profession. The abundance of new research and information has made dissemination and training crucial to the development of services to young children. Through dissemination and training efforts coordinated through the regional approach described in this study teachers working with young children will acquire knowledge of the resources, and acquire new skills. These

skills will enable teachers to meet the demands made on them by the various state authorities. Some of the demands made of the early childhood educators include being made accountable to parents for their teaching; having more courses in early childhood education to meet state licensing regulations; and displaying appropriate intervention techniques when working with young special needs children. They are increasingly requested to identify resources for children and families within the community; recognize potential special needs in children; meet with other professionals to assess the educational needs of the children; plan curriculum activities appropriate to children's needs, and be responsive to the needs of parents. These demands on teachers of young children throughout North America reinforce the need for improving the conditions prevailing around the professional lives of this group of teachers.

The demands made on teachers of young children have increased substantially during the last decade. Teachers must know how to design appropriate curriculum. The child oriented curriculum has to be developed from an observational and conceptual framework which is based on specific knowledge of child growth and development. This demand necessitates a very personalized style of teaching. This is not, however, the approach to teaching found within all early childhood educators, inservice education and planned dissemination

efforts are necessary. The approaches used throughout early childhood education programs vary and are not always based on theory and pratice. It is imperative that teachers of young children develop an eclectic approach to teaching based on theoretical knowledge and practical experiences, rather than an approach which develops haphazardly without much thought or consideration for the children. The demand for an eclectic approach has implications for program coordinators who advocate specific curriculum and teaching approaches. The impact on teachers of theoretical approaches, such as Montessori, and Bereiter-Engleman, is limited, and it is only through an eclectic approach that the needs of early childhood educators and consequently the children will be met. The eclectic approach then creates a challenge for other approaches to prove that a limited theoretical approach such as Bereiter-Engleman can meet the needs of the diverse population of early childhood educators.

The ability of teachers to respond to their responsibilities is linked directly to their teacher training experiences. There exists a very fundamental relationship between the quality of educational programs for children and the training the teachers receive. That relationship is one of performance with children, families and professionals improving when the training and experiences of the teachers have been based on the assumptions about learners presented

in Chapter IV. The teachers of young children are motivated to become more knowledgeable about child growth and development, more visible in the community, and more professional. Thus the necessity is apparent for designing and implementing organized needs-responsive inservice efforts for early childhood educators throughout North America.

Early childhood inservice approach

The approach described in Chapter IV is proposed as a solution to the problem of responding adequately to the needs of early childhood educators. It is a managerial approach to designing inservice education which is needs-responsive. The approach utilizes carefully selected behaviors and assumptions about teaching and learning extracted from the literature on Change Agents, Helping Relationships, Inservice Education, and Early Childhood Teacher Education to support the method of implementation. Thus the regional approach for multidisciplinary early childhood inservice education is substantiated as to assumptions, behaviors and organizational structure throughout the literature. A regional approach planned around professional relationships and needs-responsive planning is a viable way to provide support services to large groups of teachers. It is an approach which is particularly pertinent to most regions in North America due to their diversity.

The implications for designing and implementing such inservice systems are multiple. A prerequisite for effective implementation of such a system is a commitment to minimally provide one individual, that is a regional early childhood education coordinator who devotes full time attention to the coordination of a regional inservice program for early childhood educators. Without such a commitment the approach will not succeed. This person assumes all responsibility for facilitating the development of area groups and for the organization and administration of the regional network. The regional early childhood education coordinator acts as a center for information and dissemination, and is responsible for convening regional meetings for representatives of the area groups at least twice a year.

The meetings of the area groups are designed to encourage the maintenance of a regional perspective among the participants. They are also designed to encourage sharing among the area groups to intensify the professional collaboration across the region. The communication and sharing among the groups is important as it enables smaller groups to share experiences concerning workshops, resources, and problems. These experiences further strengthen the early childhood educators as a professional group, and serve to generate a feeling of solidarity and power among the early childhood educators of the region. The professional collaboration thus

increases, and the ability of area groups to renew their commitments to ongoing inservice planning and improved visibility creates the possibility of establishing professional status and esteem with their communities.

The regional coordinator, in addition to convening and facilitating these meetings, supports the area decision making groups through all means available, including providing technical assistance or planning needs assessments, evaluations, and dissemination strategies. The teachers throughout the region have free access to the regional coordinator who can provide direct consultation or evaluation for a center whenever requested by the center. The Regional Coordinator communicates regularly with other professionals involved with young children. These individuals may work with other public agencies, schools, or university training programs. Their contribution as regional resource persons serves to promote interest, communication and consequent professional collaboration both on a regional level and throughout the established Consortium areas.

The coordination at the area level, that is within each of the consortium groups of early childhood educators, is essentially a responsibility for individuals, or for an agency selected by the members of the Consortium group. These people assumed the responsibility for hosting and convening the groups, and for assisting with the paper work for

the area groups surrounding their campuses. A third area is coordinated with the help of an Early Childhood Enrichment Team, sponsored jointly by grants from the Department of Public Health and the Department of Mental Health. Of the two remaining areas, one group is coordinated by a proprietary center director, and the other by a teacher on maternity leave from her school. These two areas both manage to maintain the ongoing professional contacts developed over the first two years of the project, and also continue the series of workshops in their respective areas. A copy of the needs assessment questionnaire used by these areas to reassess needs is included in Appendix L.

The five consortium areas established within the region used for this study are different as to their needs. They also differ in the ways that area decision making groups evolved, thus determining the nature of the self-renewal stage of the model within each area. Each consortium area, however, continues to function, and serves the purpose of maintaining and of increasing teacher support groups through which teachers can share resources and skills, and can acquire more information on developments in early childhood education. The regularity with which meetings and workshops are available, and the extent to which these are publicized are important factors to consider throughout the planning and implementation of a regional approach to inservice education.

It is important to recognize the managerial aspect of regional organization, as it is through this approach that adequate support is provided for the inservice programs conducted on an area basis. This approach enables one early childhood education coordinator to work with large groups of teachers, parents, and other professionals. The approach consistently enables these groups to have opportunities for experiences which serve to increase communication, peer learning, and professional recognition of the early childhood teacher population.

Changes in the profession

Currently the early childhood programs which have until now provided services to young children are experiencing difficult times. The debate over who should provide early childhood education is not over. The welfare reforms made as a result of Title XX of the Social Securities Act of 1975, and the more stringent licensing regulations created more problems for the teachers of young children outside the public schools.

The trend of the public schools is clearly one of slowly assuming responsibility for providing early childhood education programs for all young children. This development is essentially based on a national commitment towards equalizing educational opportunities and rights of all young chil-

dren. This resembles closely the development of a nation wide child care system. An immediate problem is created as a result of the diversity among programs and the different personnel currently providing for the education of young children. The crucial problem for future developments in the field is how to prepare existing resources, programs and personnel, for a more consistent form of early childhood education through the public school system. Public school sponsorship is ultimately the most universally applicable way for the United States and Canada to provide nation wide early childhood education. That is not to say that all public schools, or that all public school teachers, are ready to provide education for young children. The responsibility of public education is clear: the fact remains that preparing for the delivery of such education should be the concern of teachers and administrators both inside and outside the public school system.

The teachers of publicly sponsored programs will have to become aware of this trend, and will have to prepare themselves professionally to ensure their eligibility to teach in the public school system. As mentioned earlier, Head Start Projects are already involved with inservice education programs which will facilitate matters for many of their teachers. The problem of readiness and of integration is however greatest as it pertains to the teachers of the pro-

prietary early childhood programs. Some of these teachers do not consider teaching in a public school as either desirable or possible, and will thus attempt to continue to operate their own programs as private schools. This will be possible for some of the more established private nursery schools, but their continued success will diminish as early childhood education programs become increasingly available through the public education authority.

The trend towards LEA responsibility for early childhood education is characterized by the special education programs designed for three to five year olds which now operate within the public schools. As these children receive more services appropriate to their needs, more children of the three to five year old age group will attend school. This represents a national commitment towards guaranteeing all children the right to an appropriate education. The special education movement have thus given the issue of who shall provide early childhood education a push towards public education jurisdiction and responsibility.

The special education efforts for young children are clearly addressed through projects such as the Early Childhood State Plan developed in Massachusetts. The regional and child oriented support systems outline in Appendix M represents an attempt to assure teachers appropriate information and support, while maintaining a regional and state perspec-

tive on children's services. This plan is one of several Bureau for the Education of the Handicapped projects throughout the United States which served to demonstrate the new commitment among special education advocates to have LEAs provide intervention programs to young special needs children. Thus the national commitment to provide equal rights to an education for all children has begun to have an impact on the children below the public school entrance age.

The effect of these efforts on behalf of your special needs children provides additional support for the training and retraining of teachers of young children. The training programs are designed to enable teachers to develop skills required of generic early childhood special needs teachers. The term generic has been used to identify teachers of young children who, through their knowledge, are able to observe and identify the needs and the learning styles of the children and to respond accordingly.

The public school is the only public authority which has the capability to work with children in each community. It is the most appropriate public institution to sponsor and to provide early childhood education for all young children. Before this responsibility becomes a reality, however, the LEAs will have to assure the state monitors that these children will receive an appropriate educational program, and that sufficient numbers of adults are available to work with

the children. This assurance will come through the merging of the early childhood educators of compensatory programs with the advocates of special education to legally require adequately trained staff in sufficient numbers. The combined efforts of these two professional groups represents a comprehensive early childhood special education commitment throughout the nation.

Early childhood educators are generally suspect of motives and advances made from the public school systems. The question of turfdom, whereby teachers assume possession of the children they teach, is very strong, and will not change unless professional recognition, status and respect is given to the teachers and directors presently working with young children. The state plan for early childhood education has provided an organizational chart and implementation plans which reflect the hope to organize the early childhood educators in the area surrounding the LEA's.

This is possible to some extent in the Region One area of Massachusetts where the early childhood educators have been established as a professional group since 1974 as a result of the coordinated regional approach to inservice efforts. The teachers in the area now have a sense of collective security and are willing to work together with various professionals including the public schools to provide the necessary services to these children. In other communities where proprietary

centers are competing for clients and where publically assisted centers are perceived as anti-demoncratic by owners of proprietary centers, the collaboration with public schools is less likely to happen. This phenomenon, based on developing readiness, heightens the need for a regional person to work with the early childhood teachers to develop a sense of professional community. This need is linked directly to the goal of the design for regional coordination described in the dissertation. Thus the regional support system is vital to the advancement of quality programs for children and to ensuring changes in the attitudes and skills of the early childhood educators.

As the United States and Canada move to improve the quality and consistency of educational programs for young children it is imperative that efforts to meet the needs of their teachers be made. The need for support services to this teacher population is well documented, however licensing regulations, credentialing criteria, inservice education, and other public policies are creating a situation whereby support services are provided only to limited number of teachers. These support services are commonly limited to short term consultations concerning specific topics for selected groups of centers. These support service efforts are selective on the basis of program sponsorship, financial ability to pay, and on the pressures brought by teachers for programs

responding to their needs. Some efforts are being made to provide support to teachers through this selective approach, however examples of attempts to organize support efforts for the large and diverse population of early childhood educators are absent from the literature of the field.

A regional approach to organizing efforts aimed at a total population is manageable and has been applied in western Massachusetts. The model used to implement the regional approach is applicable to numerous situations, specifically as it relates to developing a needs-responsive system of in-service education.

The model is based on universally applicable stages which include behaviors and objectives which can respond to the circumstances of any area (see page 132). On November 13, 1976 this study was presented to one hundred Community College faculty members from Early Childhood Teacher Training Programs throughout the United States. The presentation was well received, particularly as these participants to the National Association for the Education of Young Children Conference in Anaheim, California recognized the potential role of the Community College as the responsible coordinator for the area consortium groups. The questions asked by the participants again confirmed the important role of a regional early childhood coordinator. The participants were particularly impressed with the group governance, sequential and

needs-responsive components of the project. The response of this group during the conference, and the follow up interest exhibited by community colleges in Massachusetts has been positive and most rewarding.

Recent consultation with members of the United Way Agency of Greater Vancouver concerning the problem of delivering coordinated services to children has led to the design of a needs-responsive approach for the Birtish Columbia area. This project recognizes the need for staff support to ensure quality service to children. The overall concern for Taking Responsible Action for Children and Youth, (TRACY), necessitates regional multidisciplinary coordination based on needs identification. Project TRACY reveals the potential universal applicability of the model, and of the approach to implementation presented in this study.

More recently, the Canadian Council on Children and Youth has requested information concerning the inservice staff development project, and the council members of Saskatchewan and Manitoba have expressed interest in receiving consultation concerning potential implementation in their respective provinces. These examples of the interest generated for the Regional Approach for Multidisciplinary Early Childhood Inservice Education are most encouraging and thus confirms the need for dissemination of this approach.

The national commitments of the United States and Canada for improving services to children and youth necessitates a renewed commitment to improving the professional lives of the teachers of young children and youth outside the public schools. The population of early childhood educators, which has been the population addressed in this study, are most dramatically neglected by the actions on behalf of teachers in these two countries. It is time to implement a program which provides sufficient support services for this teacher population. These services have to be multidisciplinary as the people working with young children have different professional backgrounds. Thus, this study has proposed a Needs-Responsive, Regional Approach for Multidisciplinary Early Childhood Inservice Education, an approach which provides the support and coordination so much needed throughout North America.

Recommendations for further research

The time has come for states, provinces and nations as a whole to take responsibility for providing the support necessary to teachers of young children. The inservice approach described in this study is recommended as a way for states to assume their responsibility. This approach should be examined carefully through a state wide replication in Massachusetts. It is valuable to distinguish between the urban centers and rural communities and to examine the difference in success in either of these locations. As the model

it replicated elsewhere these evaluations should continue.

In order to facilitate development of a professional teacher population more efforts should be undertaken to work with current teacher groups to design competency based certification for early childhood teachers. This work would necessitate examination of licensing procedures and clarification of standards pertaining to teacher qualifications. To support results from such studies, education and human service agencies should coordinate further studies of policies relating to early childhood educators. Such studies should include studies focusing on local, decentralized control vs. state centralized control. Comparative international studies focusing on early childhood teacher education and support systems should aid in providing information for policy decisions in the U.S.

The apparent lack of inservice opportunities for early childhood educators creates demands for studies of the design of inservice education projects for early childhood educators distinguishing between public and private programs. The study of such inservice programs should include comparative studies of certification of trained, but not necessarily higher educated professionals. This would include a look at the career development possibilities within the early childhood education field and compare staff development programs designed for different teacher populations. This study

should examine the course approach to inservice, workshop approach and helper consultant approach. These studies should include economic feasibility studies as well as cost analysis of each approach.

It is recommended that groups working with the staff development approach described in Chapter IV examine the needs assessment forms and redesign these forms to meet their own needs. Equal consideration should be given to the workshop evaluation forms to ensure that they serve the purpose of a formative evaluation.

Research and evaluation should be developed for these efforts, to determine which style of local decision making and coordination is the more desirable; higher education, public schools, licensing authorities, private individuals, intervention teams or others. The recommendations of this study are clearly to cease the fifty years of neglect identified through the literature towards the early childhood teacher population and to replicate this successful approach to providing the support and coordination that is so much needed.

APPENDIX A

The Commonwealth of Massachusetts
Office for Children
1618 Main Street
Springfield, Massachusetts 01103

JOYCE STROM
REG DIR

AREA CODE 413
736-1822

TO: Day Care Directors and Staff DATE: January 2, 1975

FROM: DAY CARE CONSULTATION AND LICENSING UNIT RE: Workshops

We are currently working to develop a series of workshops to be offered periodically during the coming year. These workshops will be held in various parts of the region and will as much as possible be arranged to meet the specific concerns of the area in which they are held. We are therefore, asking you to fill out the attached form and return to this office, attention Steen Esbensen by January 24th, 1975.

Looking forward to hearing from you,

Steen Esbensen,
Early Childhood Education Specialist

Anna Leahey
Regional Day Care Coordinator

SE/AL/k

enclosure

The Commonwealth of Massachusetts
Office for Children
1618 Main Street
Springfield, Massachusetts 01103

OYCE STROM
REG DIR

AREA CODE 413
736-1822

DAY CARE CONSULTATION AND LICENSING UNIT

NAME OF CENTER _____

ADDRESS _____

1. Number of staff employed _____

2. Number of people from your center interested in attending workshops ____

3. Following is a list of suggested workshops. Please indicate your preference by numbering, 1,2,3, etc., plus any other suggestions you may have.
   - ( ) Behaviors and Discipline in the classroom
   - ( ) Chapter 766 (Special Needs Children) and implications for pre-school
   - ( ) Curriculum Planning - Sharing Ideas and Creating new ideas.
     - ( ) Cooking with Children
     - ( ) Science Activities
     - ( ) Woodworking
     - ( ) Reading Readiness Skill
   - ( ) Family Day Care Programs
   - ( ) Films and discussion (some possibilities)
     - ( ) The Enchanted Years
     - ( ) This is the way we go to school
     - ( ) Block Play
   - ( ) Infant - Toddler Programs
   - ( ) Planning Indoor Environments for Young Children
   - ( ) Planning Outdoor Environments for Young Children
   - ( ) Bilingual Education in Pre-Schools
   - ( )
   - ( )

4. Circle your preference for attending workshops-afternoon/evening/either.

5. Number in order of preference days most desireable- Mon ( ) Thur ( )
   Tue ( ) Fri ( )
   Wed ( ) Sat am ( )

Please Circle

6. How far are people in your group willing to travel-30 min.45 min.more.

7. Is your center available for workshops. yes no

Return this form to above address, attention Steen Esbensen, Early Childhood Education Specialist.

APPENDIX B

I - BERKSHIRE AREA

COMMUNITY	No. of Schools	No. of Teachers	No. of Children
Cheshire	1	2	24
Dalton	3	7 + 18 students	60
Egremont	1	1	14
Great Barrington	5	29	100
Lee	1	1	14
Lenox	3	7	60
North Adams	3	15	72
Pittsfield	12	55	363
Richmond	1	1	14
Stockbridge	3	8	72
Williamstown	7	24	158
TOTAL	40	150 + 18	951

II AND III - FRANKLIN AND HAMPSHIRE AREA

COMMUNITY	No. of Schools	No. of Teachers	No. of Children
Ashfield	1	1	20
Belchertown	2	5	50
Bernardston	1	2	24
Deerfield	2	5	50
Gill	1	2	20
Greenfield	6	22	198
Goshen	1	1	24
Hadley	1	8	60
Northampton	7	21	175
Shelburne Falls	3	7	70
South Deerfield	1	3	24
Turners Falls	1	8	70
TOTAL	27	85	785

IV - HOLYOKE AREA

COMMUNITY	No. of Schools	No. of Teachers	No. of Children
Chicopee	5	20	300
Easthampton	4	10	100
Holyoke	14	30	300
Ludlow	1	4	40
Southampton	1	2	24
South Hadley	4	11	100
TOTAL	29	77	864

V - WESTFIELD AREA

COMMUNITY	No. of Schools	No. of Teachers	No. of Children
Agawam	7	20	220
Huntington	1	1	20
Southwick	3	5	50
Westfield	6	37	286
West Springfield	5	17	174
TOTAL	22	80	750

VI - SPRINGFIELD AREA

COMMUNITY	No. of Schools	No. of Teachers	No. of Children
Springfield	42	200	2000
Longmeadow	3	10	100
East Longmeadow	3	6	60
TOTAL	48	216	2160

APPENDIX B-1

THE COMMONWEALTH OF MASSACHUSETTS

Office for Children

1618 Main Street

Springfield, Massachusetts 01103

AREA CODE 413

Joyce Strom
REG DIR

736-1822

DAY CARE CONSULTATION AND LICENSING UNIT

Return this form to above address, attention Steen Esbensen, Early Childhood Education Specialist:

NAME OF CENTER _____

ADDRESS _____

1. Number of staff employed _____

2. Number of people from your center interested in attending workshops _____

3. Following is a list of suggested workshops. Please indicate your preference by numbering, 1,2,3, etc., plus any other suggestions you may have.

1 ( ) Behaviors and Discipline in the classroom
2 ( ) Chapter 766 (Special Needs Children) and implications for pre-school
3 ( ) Curriculum Planning - Sharing Ideas and Creating new ideas
a ( ) Cooking with Children
b ( ) Science Activities
c ( ) Woodworking
d ( ) Reading Readiness Skill
4 ( ) Family Day Care Programs
5 ( ) Films and discussion (some possibilities)
a ( ) The Enchanted Years
b ( ) This is the way we go to school
c ( ) Block Play
6 ( ) Infant - Toddler Programs
7 ( ) Planning Indoor Environments for Young Children
8 ( ) Planning Outdoor Environments for Young Children
9 ( ) Bilingual Education in Pre-Schools
10 ( )
11 ( )

4. Circle your preference for attending workshops - afternoon/evening/either.
5. Number in order of preference days most desirable Mon ( ) Thur ( )
Tue ( ) Fri ( )
Wed ( ) Sat am( )

Please Circle

6. How far are people in your group willing to travel-30 min. 45 min. more.
7. Is your center available for workshops. yes no

Pittsfield

Name of Center	no preference	1	2	3	
Dalton Community Clinical Nursery		2	5	1	1. Behaviors & Discipline in the classroom
Central Berkshire Day Care Center		1	3	2	2. Curriculum - Language Arts
Wildwood Children's Center		4,5,6,8,9	2,3d,7		3. 766
Bel Air Nursery School		2	3	1	
Children's Hour Nursery School	all				
Sunshine	none				
Austen Riggs Nursery School		1	5	7	
Wendell Nursery School		3			
Kiddie Karner Day Care, Inc.		3	1	4	
Berkshire Center for Families and Children		1	8	3	
Tiny Tot Nursery		2	3,7	1	
The Little Nursery		1	3		
West Side Early Childhood Development Community Center, Inc.		1	2	3	

Holyoke

Name of Center	no preference	1	2	3	
American pre-school Centers	all				1. Curriculum
Unidos Day Care Center		9	8	3	2. Behavior
Congregational Church Day School		3	1	5	
Holyoke Day Nursery		7	8	2	
Bethlehem Family Development		1	3	4	
Early Childhood Education		3	5	9	
Kiddie-Land Nursery		3	3b	5	
The Children's House		2	3	1	
Center Church Nursery		3	1	5	
Holyoke CCNS		3	7,8	1	
South Hadley Child Care Center			2,4	1	

Westfield

Name of Center	no preference	1	2	3	
Church of Atonement Nursery School		1	2	3	1. Curriculum - Language Arts
Southwick Country Day Care		1	3c	3d	2.
Westfield Creative Learning Center		10	3	6	
The Happy Day Child Care Center		3	4	1	
Westfield Community Clinical Nursery		1,2,3,7,8	5,6	4	

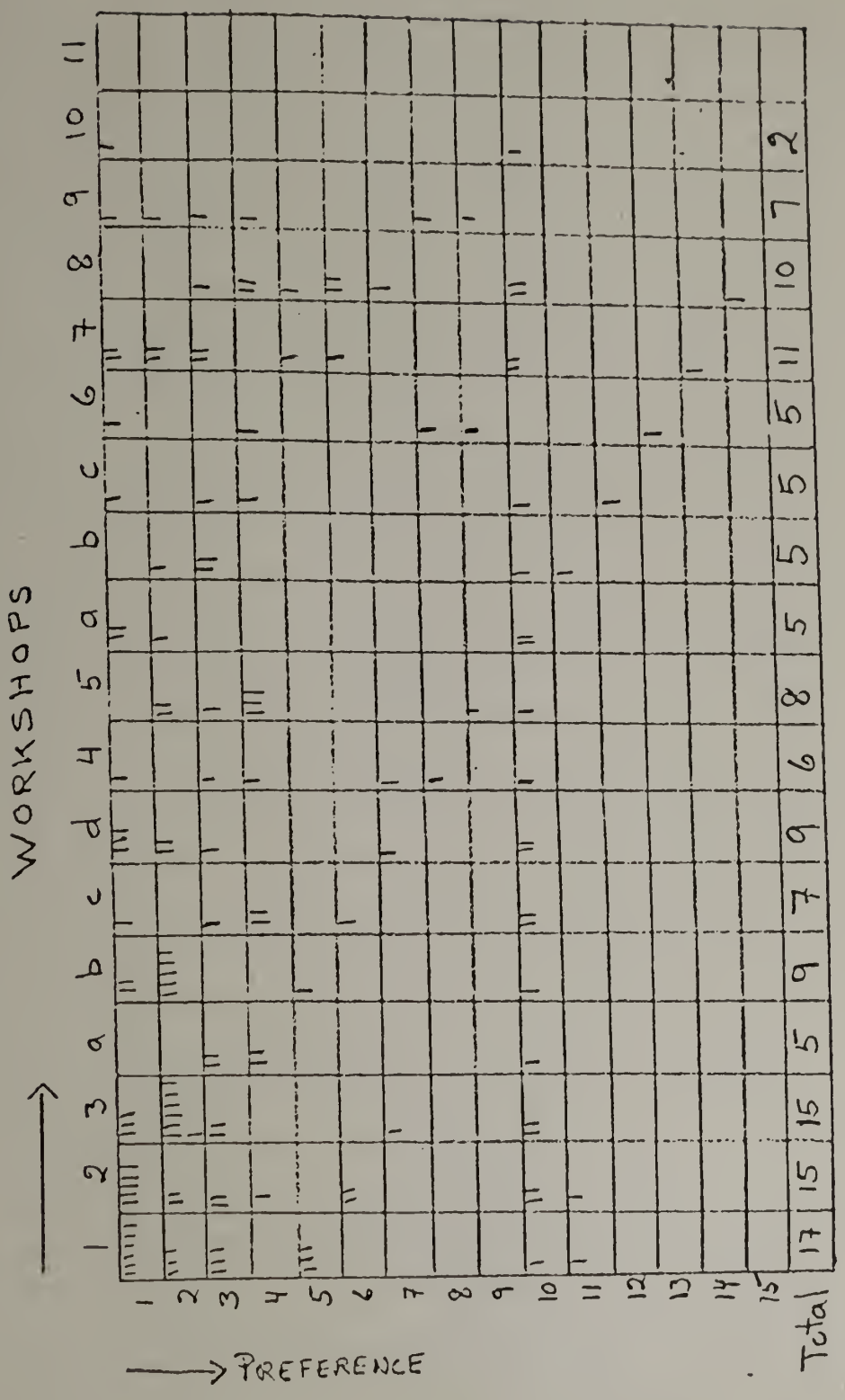
Springfield

Name of Center	no preference	1	2	3
Little Flock Nursery		3b,5a	1,3a,5b	3d,5c
Bethlehem Day Care Center		1	3	2
Emmanual Baptist Church Nursery		3b	1,3c	3a,7
Kiddie Kollege		7	1	8
Tiny Tots Nursery School		3d	3c,8	3b,9
Mudpie Child Care Coop.	all			
LaRagione Pre-School Nursery	1,3,7			
Clinton Nursery School & Kindergarten		2	1	3
Mittineague United Methodist Community Nursery School		1	3	5
The Learning Tree		3	7	8
Mittineague Congregational Church Weekday Nursery School		1	3	7
East Longmeadow C.C.N.S.		1,2,3,4,5,6	3abcd	5abc

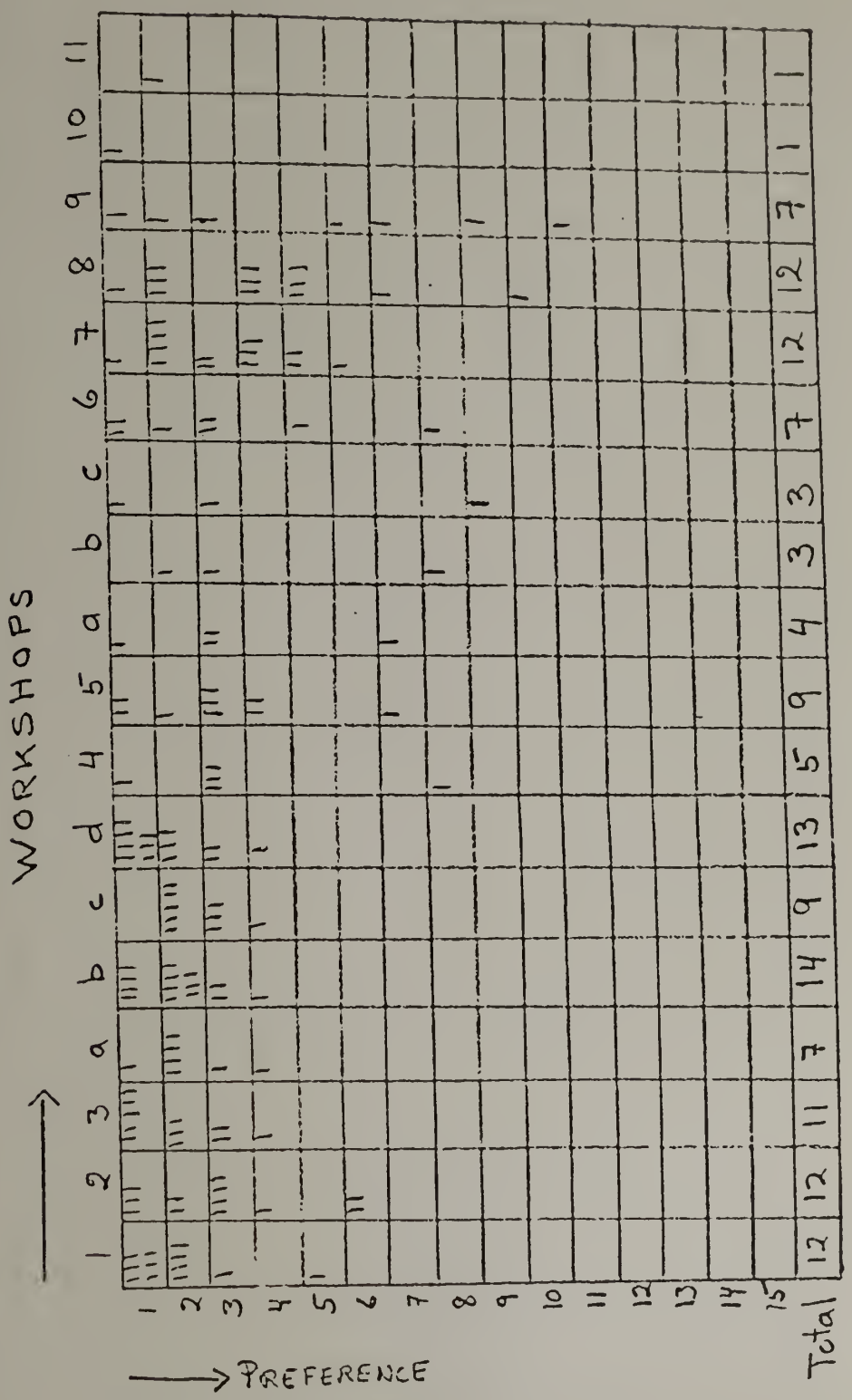
Springfield

Name of Center	no preference	1	2	3
Humpty Dumpty Nursery -		1	3	3d
Hansel & Gretel Nursery School-		2	3b	3d
N.E.S. Early Childhood ED. Center -		1,3bcd,5c,9	3a,5ab,7,8	2
Bay Path Jnr College Nursery -	all			
Springfield Day Nursery Infant & Toddler Center -		6	10	11
Springfield Day Nursery -		3,6,9	1	4
ABC Nursery School -			3a	3d
Prospect Hill Nursery School -		3		
Montessori Internationale School -	2,3b			
Living and Learning -		3bd,4,5c,678	3b	1,2,3a,9
Good Shepherd Nursery School -	1,2,3bcd			
P.A.G.E. Infant & Toddler Day Care -		6	8	4
Project Headstart -		2	3	9
Millie Ross School for the Deaf -		2	3	1
Poineer Valley Montessori School -		1	3	10

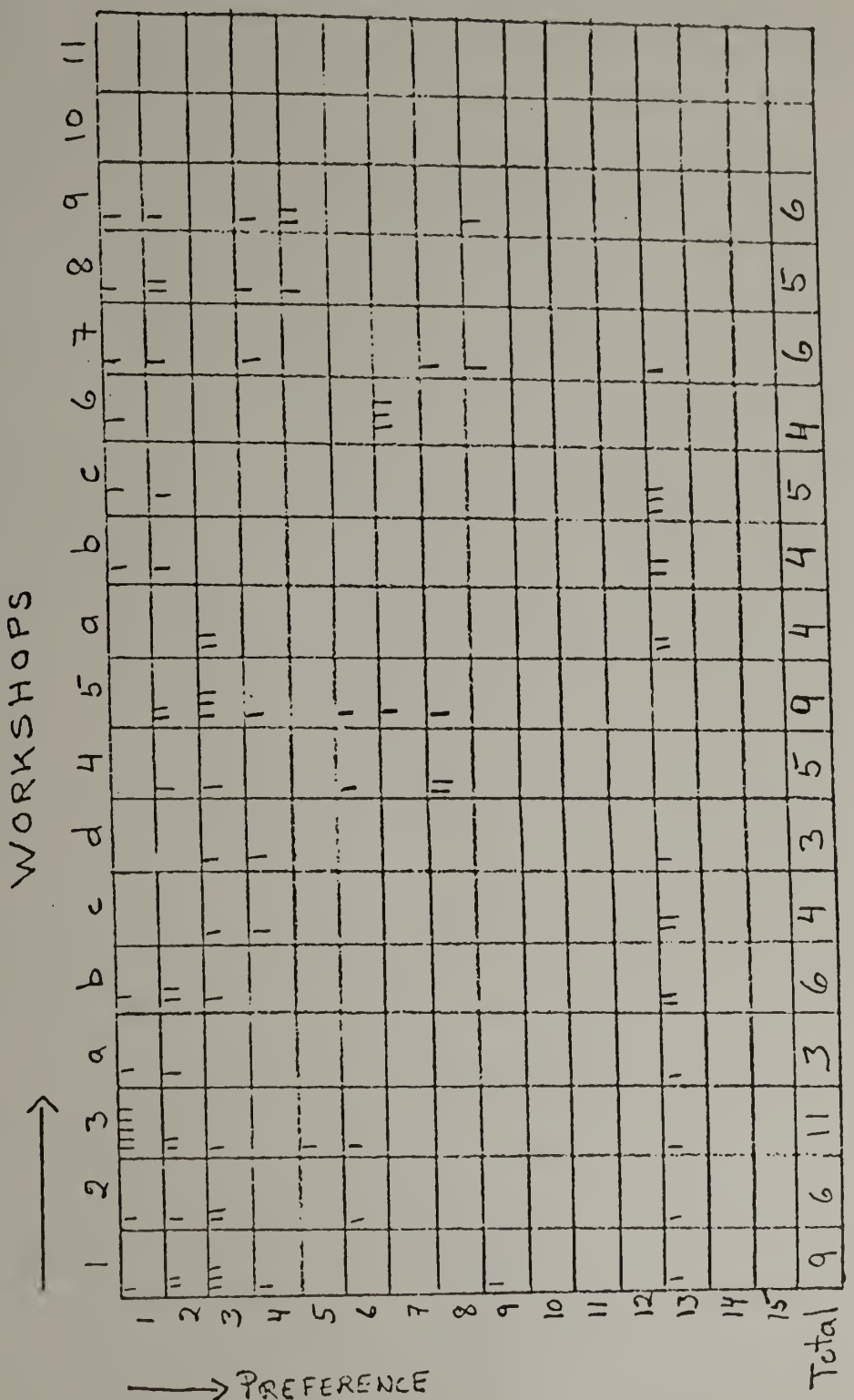
WORKSHOP AREA 1 - Berkshire



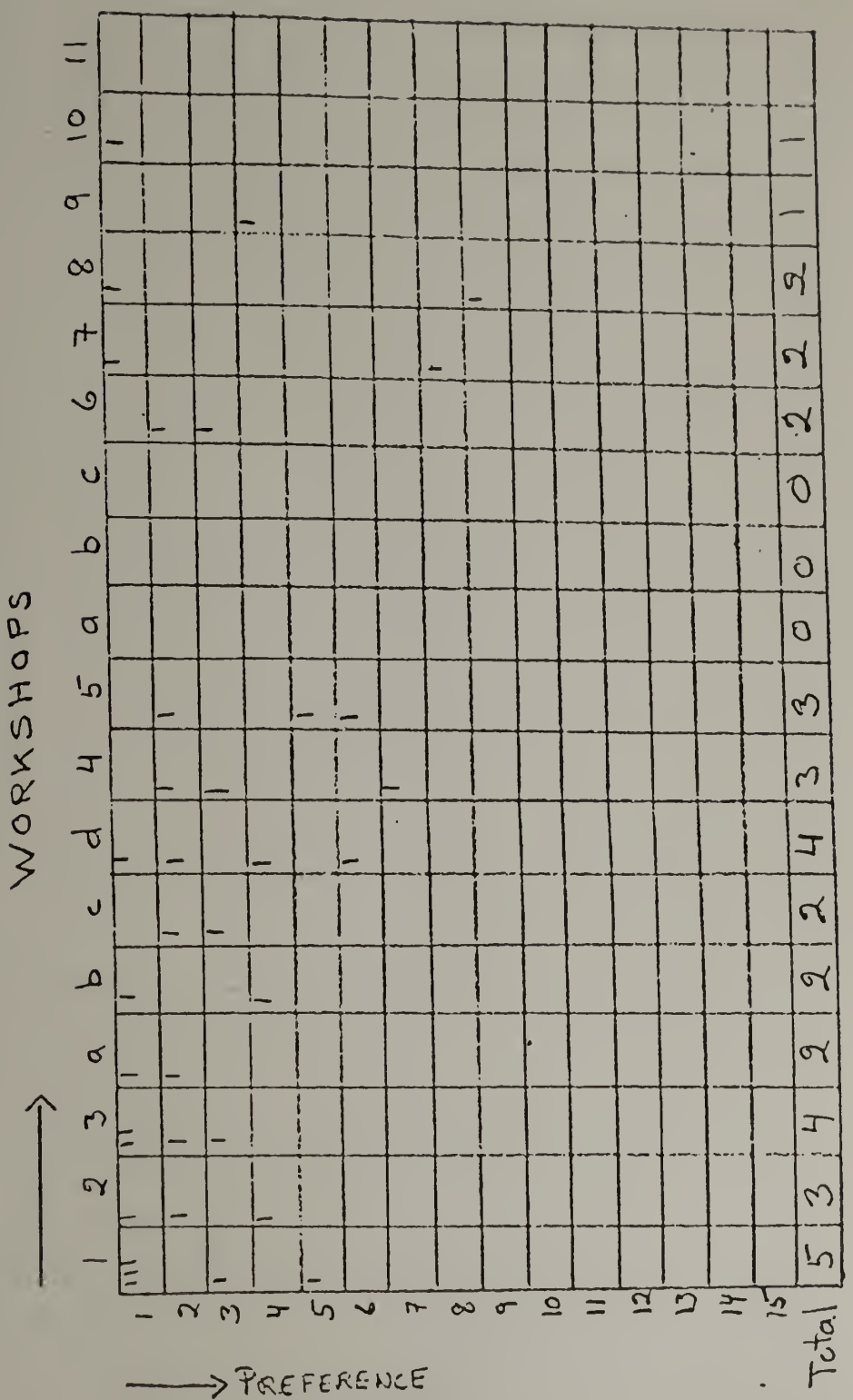
WORKSHOP AREA 2 AND 3 - FRANKLIN AND HAMPSHIRE



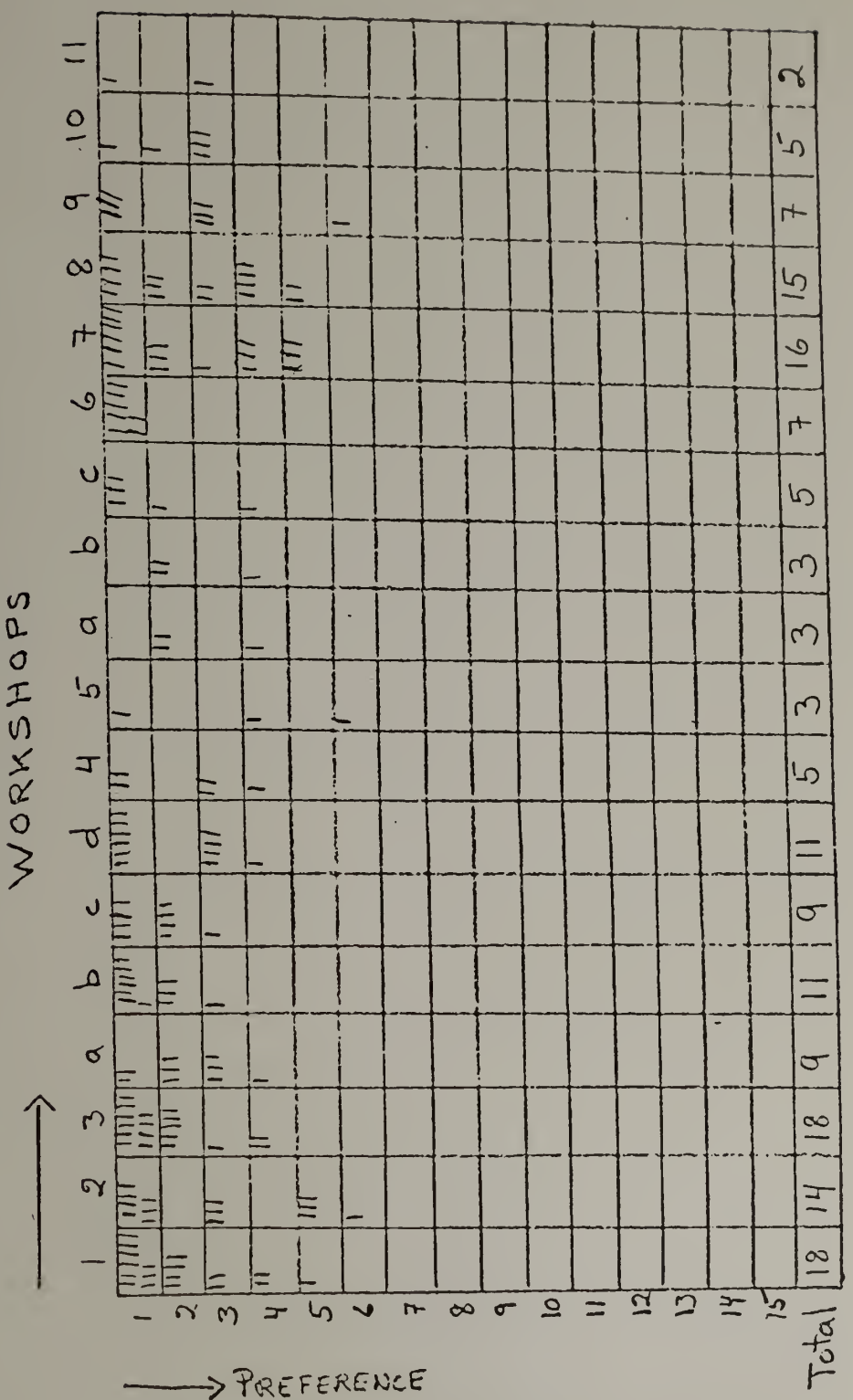
WORKSHOP AREA 4 - HOLYOKE



WORKSHOP AREA 5 - WESTFIELD



WORKSHOP AREA 6 - SPRINGFIELD



APPENDIX C

WORKSHOPS FOR EARLY CHILDHOOD EDUCATORS

GOALS

1. To provide learning experiences which assist teachers in daily classroom experiences

2. To provide opportunities for professional peer interaction

3. To provide opportunities for children and other professionals concerned with young children to interest

4. To establish a mechanism to assist in improving the skills of early childhood educators

5. To improve the service delivery system to young children

6. To develop interdisplinary concern for preventative services for young children

APPENDIX D

THE COMMONWEALTH OF MASSACHUSETTS

Office for Children

JOYCE STROM
REG DIR

1618 Main Street

Springfield, Massachusetts 01103

AREA CODE 413
736.1822

To: Day Care Directors and Staff DATE: February 20, 1975

FROM: DAY CARE CONSULTATION & LICENSING UNIT: RE: Workshops

Thank you very much for your prompt response to the questionnaire regarding your interest and desires for possible workshop offerings. As a result of the high return to the questionnaire, I have been able to schedule numerous sessions during the coming months. A 2½ hour workshop on the subject of Reading Readiness for PreSchoolers will be offered on Thursday, March 6th, 1975 at 7:00 p.m. and will be held at The Berkshire Center for Families and Children Day Care Center, 472 West Street, Pittsfield.

Coordinators of this workshop will be myself, Steen Esbensen, Early Childhood Education Specialist with the Office For Children, and Annette Lieberman, Field Coordinator, Integrated Day, U. Mass.

I sincerely hope that staff members of your center will be able to attend this workshop. It would be helpful if you could let me know how many persons from your center will be present. Please fill out the form below and return it to this Office by March 3rd, 1975, so appropriate preparations can be made for the workshop.

Thank you very much.

----------Please tear----------Please tear-----

Return to: The Office For Children, Region I, 1618 Main St. Springfield
Attention: Steen Esbensen.

Members from our Center will be able to attend the workshop on

_____, to be held on _____

There will be _____ of us coming.

APPENDIX E

WORKSHOP I

Name of Center: _____

Your Name: _____

1. In what ways did this workshop meet your needs?

2. In what ways did this workshop not meet your needs?

3. How was the format helpful to you?

4. What in the format would you change to make it more helpful?

5. Would you like follow-up consultation in your center?
___ yes ___ no If yes, please specify...

6. Would you be willing to share your skills through workshops like this?
What skills would you share?

7. What other kinds of workshops would you attend?

On what subject?

Where?

8. How often would you be willing to attend workshops?

9. Any other comments?

APPENDIX F

The scoring system used to chart this evaluation is subjectively based on positive or negative responses to the questionnaire.

(+) indicates a positive response

(-) indicates a negative response

(0) indicates a neutral or no response

(4) indicates 4 weeks or other number within parentheses

The Name column is used to score the number of respondents who signed their names.

The following questions help to determine the score given each question asked on the evaluation form.

Question #1. Were the needs of the participant met? Yes. No.

Question #2. Were the needs not met identified? Yes. No.

#3. Was the format helpful? Yes No.

#4. Did the participant make suggestions? Yes. No.

#5. Does the participant want follow up consultation?

#6. Is the participant willing to share a skill? Yes.No.

#7. Is the participant interested in attending other workshops?

#8. How often - number refers to weeks.

#9. Did they make additional comments?

RESULTS OF EVALUATION FOR WORKSHOP I

PARTICIPANTS	QUESTIONS									
	NAME	1	2	3	4	5	6	7	8	9
1	+	0	+	0	+	–	+	+	0	0
2	+	–	–	–	–	–	0	–	0	+
3	+	+	+	0	0	0	+	+	0	0
4	+	–	–	–	–	–	–	+	0	+
5	+	0	+	0	0	+	0	+	4	0
6	+	–	–	–	+	–	0	+	0	+
7	–	+	0	+	0	+	0	+	0	0
8	–	+	+	+	0	0	0	0	12	+
9	+	+	+	+	0	0	+	+	0	0
10	+	+	+	+	+	+	+	+	4	+
11	+	+	+	0	+	+	–	+	0	+
12	+	+	+	+	+	0	0	+	0	0
13	+	+	0	0	+	–	0	0	2	+
14	+	+	+	+	+	+	0	+	6	+
15	+	+	+	0	–	+	0	+	4	+
16	+	+	+	0	+	+	–	+	4	0
17	+	+	+	0	0	–	0	+	4	+
18	+	+	+	0	+	0	0	+	0	0
19	+	+	+	0	0	+	0	+	4	+
20	+	+	+	+	+	+	0	+	6	0
21	+	+	+	0	0	0	+	+	1	+
22	+	+	0	+	+	0	+	+	0	+
23	+	+	+	+	0	0	+	+	0	+
24	+	+	+	+	+	0	–	+	4	+
25	+	+	0	+	0	+	+	+	2	+
26	+	+	+	+	–	0	0	+	8	0
27	+	+	0	0	+	+	–	+	0	+
28	+	+	+	+	0	–	0	+	4	0
29	+	+	+	+	+	0	–	+	4	0
30	+	+	–	+	+	+	+	+	8	0
31	+	+	+	+	+	–	+	+	0	0
32	+	+	+	–	+	–	–	+	4	+
33	+	+	0	+	+	0	0	+	4	+
34	–	+	0	0	+	0	0	+	1	+
35	–	+	+	0	+	0	0	+	1	0
TOTAL +	31	30	24	17	20	12	10	32		20
TOTAL –	4	3	4	4	4	9	7	1		
TOTAL 0		2	6	14	11	14	18	2	14	15

SAMPLE COMMENTS

#1. It reinforced in my mind that all (or most) learning skills are interrelated. Also appreciated the opportunity to get together with old friends. It summarized and listed the necessary skills, activities, experiences necessary for a child to have before he ever begins to read and how a center can meet these needs.

#3. Our group was able to get into "different" groups for discussions so that we could later share our information and discuss what we felt would benefit our center.
I do like the group discussions.

#4. More structure and focus in on a less broader subject.
I would not change format, (very informative).

#9. Most enlightening program, format was well presented and much enjoyed. I feel that this was a good beginning and hope that there will be more workshops set up.
I really believe in workshops, please continue.

APPENDIX G

WORKSHOP II

Name of Center: _____

Your Name: _____

How satisfied were you with	Very Satisf.	Quite Satisf.	Neutral	Somewhat Dissat.	Very Dissat.
1. "General Atmosphere of Workshop" (i.e. organization, opportunity for participation)					
2. Opportunity for Personal Interaction					
Comments:					
3. Free Exchange of Ideas					
Comments:					

4. What was your objective in attending this meeting? _____

5. How well were your objectives achieved?

Well achieved Mostly achieved Moderately achieved Not achieved

6. How well would you rate the organization of the workshop?

Excellent Good Fair Poor

7. Which format for future workshops do you prefer?

Participation Lecture Presentation & Discussion

8. Would you be willing to share your skills through workshops like this?

Yes No

What skills would you share? _____

9. What other kinds of workshops would you attend? _____

10. How often would you be willing to attend?

Every 2 weeks Every 4 weeks Every 6 weeks Every 8 weeks

11. Any other comments:

THE COMMONWEALTH OF MASSACHUSETTS

Office for Children

1618 Main Street

Springfield, Massachusetts 01103

JOYCE STROM
REG DIR

AREA CODE 413
736-1822

To: Day Care Directors and Staff DATE: February 26, 1975

FROM: DAY CARE CONSULTATION & LICENSING UNIT: RE: Workshops

Thank you very much for your prompt response to the questionnaire regarding your interest and desires for possible workshop offerings. As a result of the high return to the questionnaire, I have been able to schedule numerous sessions during the coming months. A 2½ hour workshop on the subject of Reading Readiness for PreSchoolers will be offered on Thursday, March 13th, 1975 at 7:00 p.m. and will be held at The Village Nursery School, Holy Name of Jesus Church - Thayer Street, South Deerfield, Massachusetts.

Coordinators of this workshop will be myself, Steen Esbensen, Early Childhood Education Specialist with the Office for Children, and Terrence J. Dumas: Instructor, School of Education, University of Massachusetts, Amherst, Massachusetts.

I sincerely hope that staff members of your center will be able to attend this workshop. It would be helpful if you could let me know how many persons from your center will be present. Please fill out the form below and return it to this Office by March 10th, 1975, so appropriate preparations can be made for the workshop.

Thank you very much.

Steen B. Esbensen

_____ Please tear _____ Please tear _____

Return to: The Office for Children, Region I, 1618 Main St., Springfield
Attention: Steen Esbensen.

Name of Center: _____

Members from our Center will be able to attend the workshop on _____, to be held on _____

There will be _____ of us coming.

WORKSHOP II

Name of Center: _____ 183

Your Name: _____

How satisfied were you with	Very Satisf.	Quite Satisf.	Neutral	Somewhat Dis.	Very Dis.	No Res.
1. "General Atmosphere of Workshop" (i.e. organization, opportunity for participation)	10	18	2	1		
Comments:						
2. Opportunity for Personal Interaction	8	16	2	2		1
Comments:						
3. Free Exchange of Ideas	10	15	5			1
Comments:						

4. What was your objective in attending this meeting? _____

_____

_____

5. How well were your objectives achieved?

7 Well achieved 11 Mostly achieved 9 Moderately achieved Not achieved 4

6. How well would you rate the organization of the workshop?

16 Excellent 13 Good 2 Fair Poor

7. Which format for future workshops do you prefer? P.&P.&D. 12

5 Participation 0 Lecture 14 Presentation & Discussion

8. Would you be willing to share your skills through workshops like this?

17 Yes 14 No

What skills would you share? 11 offered subject; 6 had no special subject

9. What other kinds of workshops would you attend? _____

10. How often would you be willing to attend? No Res. 2

2 Every 2 weeks 10 Every 4 weeks 12 Every 6 weeks 5 Every 8 weeks

11. Any other comments:

APPENDIX H

Day Care Consultation and Licensing Unit
Workshop Schedule Region I
March 6, 1975 - November 12, 1975

Date	Topic	Place
March 6, 1975	Reading Readiness	Pittsfield
March 13, 1975	Reading Readiness	South Deerfield
April 17, 1975	Assessing Behaviors of Young Children	Holyoke
April 24, 1975	Play Spaces to Meet the Needs of All Children	Amherst
April 24, 1975	Assessing Behaviors of Young Children	Westfield
March 6, 1975	Assessing Behaviors and Meeting the Special Needs of Young Children	North Adams
May 22, 1975	A Piagetian Perspective on Science Activities for Young Children	South Deerfield
September 18, 1975	Observing Behaviors and Meeting the Special Needs of Young Children in Early Childhood Education Programs	Amherst
October 8, 1975	Creative Food Experiences for Children Active Non Sexism film, "Sugar and Spice"	Greenfield
November 12, 1975	Nutrition Education	Westfield

APPENDIX I

THE COMMONWEALTH OF MASSACHUSETTS

Office for Children

1618 Main Street

JOYCE STROM
REG DIR

Springfield, Massachusetts 01103

AREA CODE 413
736-1822

Day Care Consultation and Licensing Unit

Workshop Schedule Region I Spring

1976

DATE	TOPIC	PLACE
Jan. 14, 1976	Music Makers Workshop	Pittsfield
Jan. 21, 1976	Creative Approaches to Curriculum	Holyoke Community College
Jan. 27, 1976	Observation & Record Keeping in Early Childhood Programs	Village Nursery School South Deerfield
Feb. 9, 1976	Model Programs for Young Children with Special Needs	East Mountain School Westfield
Feb. 12, 1976	How to Make an/or Repair Puzzles for Young Children	Monument Square Day Care Center North Adams
Feb. 25, 1976	Developmental Issues of Young Children in Early Childhood Education	St. Pauls Childrens Center Holyoke
March 2, 1976	Curriculum Planning for Young Children	Old Deerfield Nursery School
March 8, 1976	Health Issues in Early Childhood Education	Westfield
March 15,1976	Curriculum Materials you can make for your children	Pittsfield
March 30,1976	Dealing with Behavior and Discipline in the Classroom	Greenfield
March 31,1976	Health Care Issues in Early Childhood Education	Holyoke
April 5-9,1976	Science Curriculum in Early Childhood Education	Westfield

April 12, 1976	How to Effectively Use Outdoor Space	Pittsfield
April 27, 1976	Health Issues in Early Childhood Education	Franklin County
April 28, 1976	Language Curriculum Workshop	Holyoke
May 5, 1976	A Demonstration of a Screening and Follow up Programs to Meet The Needs of Young Children	Westfield Learning Center
May 1976	Health Issues in Early Childhood Education	Pittsfield
	Early Childhood Programs for Young Children with Special Needs	East Mt. School Westfield

For further information please contact Steen Esbensen, 736-1822.

APPENDIX J

MEETINGS OF EARLY CHILDHOOD EDUCATORS

GOALS

1. To develop a system of support and collaboration between Early Childhood Educators

2. To disseminate and share information and developments in the field

3. To create public awareness regarding early childhood education

4. To establish a community based group of early childhood educators to facilitate workshop and public relations endeavors

5. To improve the service delivery system to young children

6. To improve interdisciplinary concern for services to young children

APPENDIX K

THE COMMONWEALTH OF MASSACHUSETTS

Office for Children

1618 Main Street

Springfield, Massachusetts 01103

JOYCE STROM
REG DIR

AREA CODE 413
736-1822

TO: People Involved with Young Children in Region I

DATE: April 13, 1976

FROM: Steen Esbensen

RE: Meeting of Early Childhood "Consortium"

As many of you have requested, a meeting has been scheduled to facilitate communication between the various "consortium" groups in Region I.

The meeting is scheduled for 1:00 p.m. on Friday, May 7, 1976 at the Recycle For Children, Mont Marie, Holyoke, Massachusetts. (Take Ingleside Exit off Route 91 - follow signs to hospital)

A suggested format for the meeting is as follows:

1:00 - 1:15 Arrival & Registration
1:15 - 2:15 Sharing
2:15 - 2:30 Identifying Tasks
2:30 - 3:15 Small Group Brainstorming/Possible Next Steps
3:15 - 3:45 Reporting & Closure
3:45 - 4:00 Time to Relax & Pick up Recycled Materials

This meeting promises to be a good vehicle for you to share your experiences as colleagues and to focus on next year.

I look forward to meeting you.

/ k

APPENDIX L

THE COMMONWEALTH OF MASSACHUSETTS

Office for Children

1618 Main Street

Springfield, Massachusetts 01103

JOYCE STROM
REG DIR

AREA CODE 413
736.1822

DAY CARE CONSULTATION AND LICENSING

What is your affiliation: (circle) Parent Teacher Administrator

Other _____
(please indicate profession)

Following is a list of suggested workshops. Please indicate your preference in order by number 1, 2, 3, 4, 5, etc., plus any other suggestions you may have.

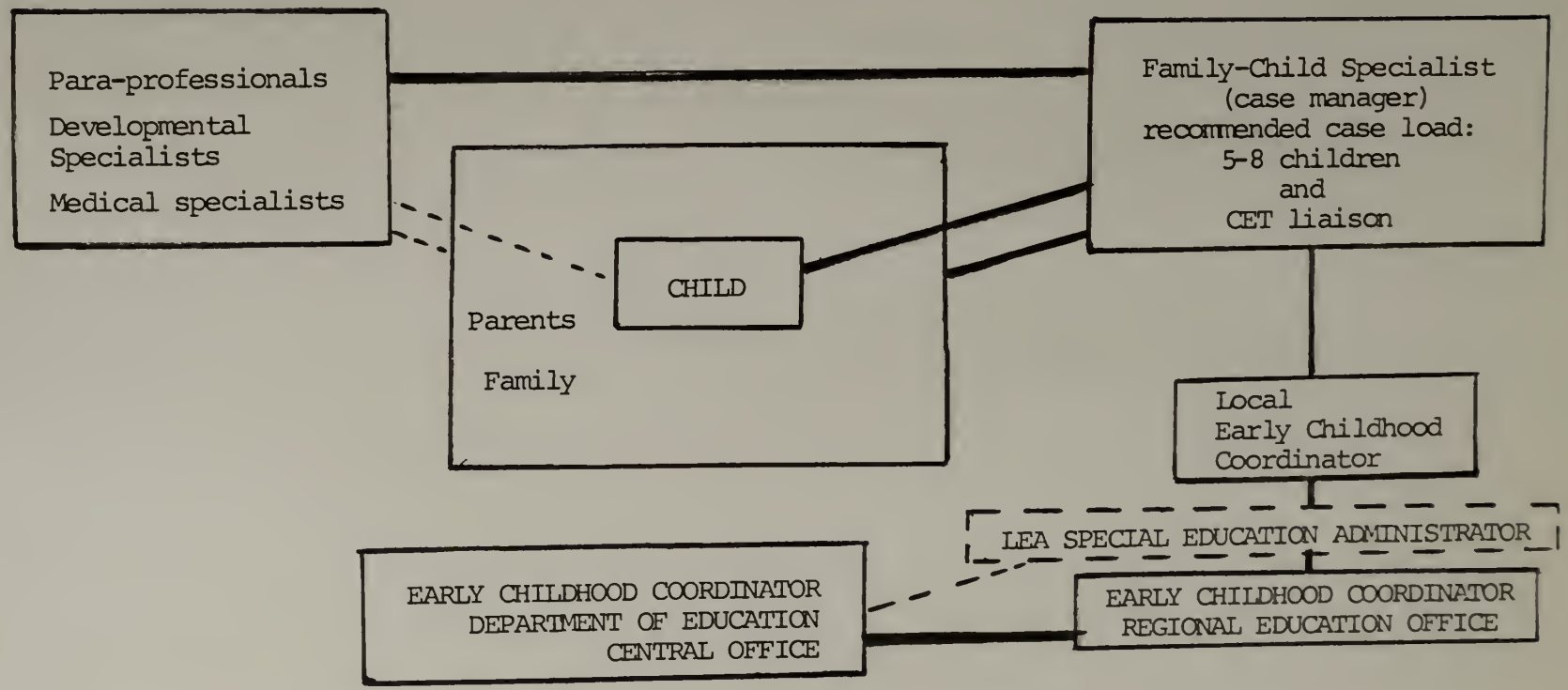
( ) Young Children with Special Needs
( ) Health Assessments
( ) Emotional Needs of Young Children
( ) Parent Participation with Early Childhood Program
( ) Health Consultation (general)
( ) First Aid
( ) Emergency Plans
( ) Observation and Record Keeping
( ) Nutrition
( ) Working with Parents in conferences, home visits, volunteers
( ) Early Childhood Theory and Practice
( ) Curriculum and Material Workshops
( ) Films and Discussions
( ) Legislation Affecting Early Childhood Programs
( ) Screening and Evaluation of Young Children
( ) Designing Educational Plans for Young Children
( )
( )

Your response will be used to plan future workshops in this area.

Thank you for your cooperation.

APPENDIX M

LOCAL SUPPORT NETWORK
FOR
CHILDREN AND PARENTS



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